

# Campus Improvement Plan



## Graham High School 2018 - 2019

## Table of Contents

Campus Mission and Vision Statements .....	3
State Goals and Objectives .....	4
The State of Texas Public Education Mission and Academic Goals.....	4
The State of Texas Public Education Goals.....	4
The State of Texas Public Education Objectives.....	4
Comprehensive Needs Assessment Summary .....	5
Student Performance Data .....	11
Reading.....	11
Writing .....	11
English I .....	11
English II .....	12
Mathematics .....	12
Algebra I .....	13
Science .....	14
Biology.....	14
Social Studies.....	14
U.S History.....	16
Title I, Part A – Components .....	17
Goals and Strategies .....	18
Summary of Expenditures in this Plan .....	53
Total Allocations and Expenditures by Funding Source .....	53
Total Expenditures by Object Type .....	54
Total Expenditures by Object Type and Funding Source.....	55

## Campus Mission and Vision Statements

### **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.

### **Vision Statement:**

Graham ISD...Excellence in All We Do!

Graham High School will focus on the future by empowering students (all LEARNERS) to think creatively and critically while learning in engaging, innovative, and inspiring environments.

## **State Goals and Objectives**

### **The State of Texas Public Education Mission and Academic Goals**

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

### **The State of Texas Public Education Goals**

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

### **The State of Texas Public Education Objectives**

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

## Comprehensive Needs Assessment Summary

**SCHOOL YEAR:** Graham High School 2018 - 2019

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### **Data Sources Reviewed:**

#### Improvement Planning Data

District goals

Campus goals

Current and/or prior year(s) campus and/or district improvement plans

Campus and/or district planning and decision making committee(s) meeting data

State and federal planning requirements

#### Accountability Data

Texas Academic Performance Report (TAPR) data

Performance Index Framework Data: Index 1 - Student Achievement

Performance Index Framework Data: Index 2 - Student Progress

Performance Index Framework Data: Index 3 - Closing Performance Gaps

Performance Index Framework Data: Index 4 - Postsecondary Readiness

System Safeguards and Texas Accountability Intervention System (TAIS) data

#### Critical Success Factor(s) data

Accountability Distinction Designations

Federal Report Card Data

PBMAS data

Community and student engagement rating data

Annual Measurable Achievement Objectives (AMAO) data

#### Student Data: Assessments

State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)

State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions

STAAR End-of-Course current and longitudinal results, including all versions

Progress of prior year STAAR failures

STAAR ELL Progress Measure data

Texas English Language Proficiency Assessment System (TELPAS) results

Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data

SAT and/or ACT assessment data

PSAT and/or ASPIRE

Local benchmark or common assessments data

Student failure and/or retention rates

Observation Survey results

#### Student Data: Student Groups

Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.

Economically Disadvantaged / Non-economically disadvantaged performance and participation data

Male / Female performance and participation data

Special education population, including performance, discipline, attendance, and mobility

Migrant population, including performance, discipline, attendance, and mobility

At-Risk population, including performance, discipline, attendance, and mobility  
 ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.  
 Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.  
 Section 504 data  
 Homeless data  
 Gifted and talented data  
 Dyslexia Data  
 Response to Intervention (RtI) student achievement data  
 Student Data: Behavior and Other Indicators  
 Completion rates and/or graduation rates data  
 Annual dropout rate data  
 Attendance data  
 Mobility rate, including longitudinal data  
 Discipline records  
 Violence and/or violence prevention records  
 Tobacco, alcohol, and other drug-use data  
 Student surveys and/or other feedback  
 Class size averages by grade and subject

**Employee Data**

Professional learning communities (PLC) data  
 Staff surveys and/or other feedback  
 Highly qualified staff data  
 Teacher/Student Ratio  
 Campus leadership data  
 Campus department and/or faculty meeting discussions and data  
 Professional development needs assessment data  
 Evaluation(s) of professional development implementation and impact  
 PDAS and/or T-TESS

**Parent/Community Data**

Parent surveys and/or other feedback  
 Parent Involvement Rate  
 Community surveys and/or other feedback

**Support Systems and Other Data**

Organizational structure data  
 Processes and procedures for teaching and learning, including program implementation  
 Communications data  
 Capacity and resources data  
 Budgets/entitlements and expenditures data  
 Study of best practices  
 Other additional data

<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>Demographics</b>	Demographics Strengths  The GHS student body is diverse, and more closely represents a	Graham ISD continues to see growth in the Economic Disadvantaged student population and in the Hispanic	Continue and improve our three-tiered data monitoring systems for individual students and student groups to ensure

	<p>true cross section of our population. community. Graham High School maintains a culture of acceptance of all and promotes common understanding and inclusion of all students. On survey instruments, GHS students report that the staff is nice, supportive, helpful, and fun. Students report that they like their peers and a friendly environment exists at Graham High School. The school spirit at Graham High School improves yearly.</p> <p>Graham High School has a strong club presence. The majority of our students are involved in one or more club, sport, band, choir, or UIL activity and cite the variety of classes offered at Graham High School as a positive.</p> <p>Furthermore, Graham High School has a strong academic focus as evidenced through our robust course offering and technology rich programming. GHS hosts a College Fair, Senior FAFSA and Financial Aid nights, and conducts an Academic Signing Day each spring.</p>	<p>students have the best opportunity for success and graduation.</p> <p>Continue monitoring attendance, offer attendance incentives, and allowing students an opportunity to recapture attendance hours through After-Hours University.</p> <p>At-Risk students are in need of a greater sense of connection to and ownership in the life and culture of GHS. Our goal is to have a high school in which no students are "disconnected", but all students have a personal stake in the success of the campus. This goal will be met through a personal recruitment effort aimed at every student who does not voluntarily participate in some extracurricular program. We have embarked on an emphasis of running intervention groups. Identification of needy students was done using grading data and then groups were set up. We offer School Within a School for our upper class men in order to recover credits lost due to academic performance or school attendance. The goal is to work with these struggling students in order to increase the chance of an on time high school graduation. We have additionally looked at the latest EOC data and intend to continue our push for more academic focus with our attention being placed on PSAT, ACT, SAT, EOC, and course work scores in an effort to bring an emphasis to academics and learning.</p>
<p><b>Student Achievement</b></p>	<p>Historically, GHS has excelled in areas of state accountability, from TAKS to EOC. Our most recent EOC results show a continuation of this trend. Graham High School continues to perform at a level meeting at least the "Acceptable" rating as defined by TEA and at or above the State average in each tested subject. The scores in Algebra I, US History and Biology are above 90%. Graham High School received Performance Distinctions in the areas of</p> <p>Graham High School recognizes the need for improvement in closing performance gaps, especially in English and Mathematics. Our Hispanic students, English Language Learners, and Economically Disadvantaged population scores must increase in these areas. Also, GHS will focus on providing appropriate instruction to students receiving special education services in the areas of Science, and Reading as these</p>	<p>Continue and improve our three-tiered data monitoring systems to ensure students have the best opportunity for success and graduation.</p> <p>Goals of 90% Approaches, 60% Met Grade Level, and 30% Masters Grade Level for the campus.</p>

	<p>Academic Achievement in scores are below the acceptable Reading/ELA, Academic range.</p> <p>Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Closing Gaps, Student Progress, and Post Secondary Readiness.</p> <p>Graham High School saw dramatic increases in the Met Grade Level and MaSters Grade level areas due to an increased focus in data monitoring for each achievement level for each student.</p> <p>Additionally, Graham High School has traditionally performed above the state average on other indicators of college readiness such as the SAT and ACT tests in all areas other than Mathematics. GHS also has strong performance and participation in Dual Credit Courses. Graham High School was one of 405 North American schools recognized by The College Board for Participation and performance on Advanced Placement tests.</p>
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<b>School Culture and Climate</b>	<p>Supportive teachers and staff. Continue to work towards 100% Development of Student Activity student involvement in student Leadership Team of all GHS Technology Available in our activities and organizations. organizations that will school collaborate to build campus Student engagement Increased empathy and culture. acceptance of all students/ student groups.</p> <p>Advanced course of study across all domains/ College and Career Readiness</p> <p>GHS has a friendly environment with a wide variety of courses offered.</p> <p>Safe environment.</p>
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<b>Staff Quality/ Professional Development</b>	<p>Graham High School has a larger GHS needs to support beginning Improvement of new Teacher than usual number of staff teachers better, A more induction and mentoring members who are graduates of thorough mentor program will program. the school. This search for help the retention of quality staff. Additionally, Graham fights community that draws adults an on-going battle with</p>
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	<p>back, are strengths for our school. Prospective employees clearly see GHS as a place that thrives on giving employees the opportunities to work to their strengths and receive the support they need to succeed.</p> <p>maintaining competitive wages with nearby metroplex schools and must market the quality of life in Graham as a recruitment tool. As we balance finances with the diverse course offering, we are often seeking teachers who are certified and capable of preparing for multiple lessons daily.</p>
<p><b>Curriculum, Instruction, Assessment</b></p>	<p>Graham High School is characterized by diligent teachers providing high-quality instruction in the classroom. Curriculum Director Gary Browning has brought a renewed focus on high expectations for lesson planning and sound pedagogy in the classroom. Professional Learning Communities are in place and active. These meetings are keys to success as we monitor student success and instructional practices. As such, Graham High School has developed an alternate PLC schedule for Fridays.</p> <p>Increased focus on student data driving instruction. A specific area of focus will be Writing Across the Curriculum. All staff members have received training in Gretchen Bernabei's Trail of breadcrumbs. Each department will identify a strategic writing plan and monitor implementation.</p> <p>Graham High School staff use the TEKS Resource System as the foundation of instructional planning. GHS teachers use common assessment to quantify learning and identify areas of need in instructional practices. Graham High School has enjoyed success over the last four years refocusing attention on academic performance by improving campus structures to better promote teacher collaboration and student success. Teacher classrooms have been arranged throughout the building to allow for teachers of the same content area to easily collaborate together through PLC Schedule. Teachers have protected planning days in the calendar to plan instruction and disaggregate data. GHS continues to monitor and improve our culture to embrace learning and academic success.</p>
<p><b>Family and Community Involvement</b></p>	<p>The Graham Community supports our school through open house, YouthLead connections, athletic events, student work showcases, and by involvement in our school programs.</p> <p>GHS needs to do a better job incorporating parental and community input more into the fabric of decision-making on the campus.</p> <p>Increased student, family, community input.</p>
<p><b>School Context and Organization</b></p>	<p>The master schedule at Graham High School is student driven. Classes are determined by student interest. If students desire to begin new or different clubs, the administration at GHS is helpful in finding school sponsors and community</p> <p>Continue to investigate relevant CTE Offerings that lead to a TEA recognized Industry Certification.</p> <p>GHS needs to continue to explore ways to meet College, Career, and Military Readiness for our students</p>

	resources to assist in driving the club. Graham ISD has also implemented a Hall of Honor and recognition banquet at GHS.
<b>Technology</b>	<p>Graham High School is proud of the access for all students afforded in technology. Graham High School is committed to the use of technology to communicate with stakeholders, from the campus web site, to the campus FB page, to the many different blogs and Twitter accounts that are in use by GHS staff.</p> <p>GHS needs to focus on the on-going need for instruction in responsible use and digital citizenship. Our students must understand their digital footprint and the long reaching implications of irresponsible use of technology.</p> <p>GHS needs to focus on the on-going need for instruction in responsible use and digital citizenship. Our students must understand their digital footprint and the long reaching implications of irresponsible use of technology.</p>

## Student Performance Data

### Reading

2016-17 Reading STAAR Results												2017-18 Reading STAAR Results									
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%			#	%	#	%	#	%	#	%

### Writing

2016-17 Writing STAAR Results												2017-18 Writing STAAR Results									
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%			#	%	#	%	#	%	#	%

### English I

2016-17 English I STAAR Results												2017-18 English I STAAR Results									
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		
			#	%	#	%	#	%	#	%			#	%	#	%	#	%	#	%	
All Students	235	3896	84	36	151	64	101	43	11	5	200	3945	81	41	119	60	90	45	14	7	
Hispanic/Latino	79	3791	34	43	45	57	24	30	2	3	57	3728	33	58	24	42	13	23	1	2	
White	152	3947	50	33	102	67	75	49	9	6	130	4060	40	31	90	69	74	57	13	10	
Two or More Races	2										5	3840	2	40	3	60	1	20	0	0	

Economic ally Disadvant aged	138	3763	63	46	75	54	45	33	2	1	104	3738	58	56	46	44	24	23	2	2
Limited English Proficient	26	3405	21	81	5	19	1	4	0	0	21	3412	19	90	2	10	0	0	0	0
Special Educatio n	12	3245	11	92	1	8	0	0	0	0	10	3398	9	90	1	10	1	10	0	0
At-Risk	163	3713	83	51	80	49	42	26	0	0										

### English II

2016-17 English II STAAR Results											2017-18 English II STAAR Results									
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%			#	%	#	%	#	%		
All Students	204	3902	81	40	123	60	95	47	8	4	200	3929	72	36	128	64	92	46	10	5
Hispanic/ Latino	63	3748	35	56	28	44	17	27	3	5	71	3805	32	45	39	55	27	38	1	1
White	135	3958	45	33	90	67	73	54	3	2	126	3996	40	32	86	68	62	49	9	7
Economic ally Disadvant aged	104	3704	58	56	46	44	28	27	3	3	105	3827	45	43	60	57	38	36	2	2
Limited English Proficient	23	3413	21	91	2	9	1	4	0	0	26	3461	22	85	4	15	2	8	0	0
Special Educatio n	14	3151	14	100	0	0	0	0	0	0	8	3360	7	88	1	13	0	0	0	0
At-Risk	126	3640	77	61	49	39	30	24	1	1										

### Mathematics

2016-17 Mathematics STAAR Results											2017-18 Mathematics STAAR Results										
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%			#	%	#	%	#	%	#	%

**Algebra I**

2016-17 Algebra I STAAR Results											2017-18 Algebra I STAAR Results									
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%			#	%	#	%	#	%	#	%
All Students	182	4060	24	13	158	87	107	59	54	30	134	4365	7	5	127	95	108	81	65	49
Hispanic/Latino	57	4005	10	18	47	82	33	58	14	25	41	4327	2	5	39	95	33	80	18	44
White	122	4079	14	11	108	89	71	58	39	32	80	4413	4	5	76	95	66	83	44	55
Two or More Races	1										5	4350	0	0	5	100	5	100	2	40
Economically Disadvantaged	112	4026	18	16	94	84	63	56	33	29	82	4282	6	7	76	93	59	72	32	39
Limited English Proficient	17	3628	7	41	10	59	2	12	1	6	10	3935	1	10	9	90	5	50	1	10
Special Education	12	3503	7	58	5	42	0	0	0	0	11	3858	2	18	9	82	4	36	0	0
At-Risk	136	3958	24	18	112	82	70	51	30	22										

### Science

2016-17 Science STAAR Results											2017-18 Science STAAR Results										
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%			#	%	#	%	#	%	#	%

### Biology

2016-17 Biology STAAR Results											2017-18 Biology STAAR Results									
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%			#	%	#	%	#	%	#	%
All Students	205	4135	24	12	181	88	127	62	39	19	172	4233	17	10	155	90	108	63	49	28
Hispanic/Latino	62	4076	10	16	52	84	37	60	10	16	48	3932	9	19	39	81	20	42	4	8
White	139	4162	14	10	125	90	87	63	29	21	111	4392	7	6	104	94	83	75	44	40
Two or More Races	2										5	4142	0	0	5	100	3	60	0	0
Economically Disadvantaged	112	4034	16	14	96	86	61	54	15	13	85	3964	15	18	70	82	33	39	11	13
Limited English Proficient	16	3624	7	44	9	56	3	19	0	0	15	3626	5	33	10	67	1	7	0	0
Special Education	12	3475	7	58	5	42	1	8	0	0	10	3533	6	60	4	40	1	10	0	0
At-Risk	132	3910	24	18	108	82	59	45	3	2										

### Social Studies

2016-17 Social Studies STAAR Results											2017-18 Social Studies STAAR Results										
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%			#	%	#	%	#	%	#	%

## U.S History

2016-17 U.S History STAAR Results											2017-18 U.S History STAAR Results									
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%			#	%	#	%	#	%		
All Students	167	4126	19	11	148	89	101	60	47	28	151	4246	10	7	141	93	106	70	52	34
Hispanic/Latino	45	3923	10	22	35	78	19	42	6	13	42	4106	4	10	38	90	22	52	8	19
White	115	4227	7	6	108	94	79	69	40	35	103	4285	6	6	97	94	79	77	40	39
Economically Disadvantaged	72	3946	15	21	57	79	33	46	12	17	64	4083	10	16	54	84	34	53	13	20
Limited English Proficient	12	3566	7	58	5	42	1	8	0	0	16	3694	5	31	11	69	3	19	0	0
Special Education	9	3374	6	67	3	33	1	11	0	0	12	3554	6	50	6	50	1	8	0	0
At-Risk	70	3786	17	24	53	76	22	31	3	4										



## Title I, Part A – Components

### Schoolwide Components:

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State’s student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## Goals and Strategies

**Ideal State: Goal(s)**

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

**Objective(s):**

Performance Objective 1: By May 2019, all students and each student group will demonstrate mastery at or above the state average for each grade and subject on the state assessment in the areas of approaches grade level, meets grade level, and masters grade level.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategies and Action Steps	Person(s) Responsible	Resources				Timelines	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
		Description	Type	Funding Source	Amount				
Critical Success Factors CSF 1 1) Continued implementation to ensure district curriculum is aligned with TEKS and state assessments	Superintendent Director of Curriculum Principals Teachers Curriculum Lead Teachers						Walkthroughs Unit Assessments Campus Support Visits	<b>Formative</b>  <b>October</b> Accomplished  <b>December</b>  <b>February</b>  <b>Summative</b>  <b>April</b>	2.0, 9.0
Critical Success Factors CSF 1 CSF 2 2) Use CBAs/unit assessments to monitor student progress	Director of Curriculum Principals Unit Assessment Coordinators Curriculum Lead Teachers						Unit Assessments Eduphoria	<b>Formative</b>  <b>October</b> Accomplished  <b>December</b>  <b>February</b>  <b>Summative</b>  <b>April</b>	1.0, 2.0, 8.0, 9.0, 10.0

<p>Critical Success Factors</p> <p>CSF 1 CSF 2</p> <p>3) Use various forms of intervention to meet student needs</p>	<p>Director of Curriculum Technology Dir. Principals Interventionists</p>			<p>On-going and Mid-Semester Progress reports from various programs</p>	<p><b>Formative</b></p> <p><b>October</b> Some Progress</p> <p><b>December</b></p> <p><b>February</b></p> <p><b>Summative</b></p> <p><b>April</b></p>	<p>2.0, 3.0, 8.0, 9.0, 10.0</p>
<p>System Safeguard Strategy</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2</p> <p>4) Implement critical writing across all curriculum areas to support success on English I &amp; II EOC tests. Specifically, GHS Staff will incorporate Critical Writing components of Fundamental 5.</p>	<p>Teachers Department Heads GHS Administration</p>			<p>Writing Samples, CBA Data, Strategic Writing Plans</p>	<p><b>Formative</b></p> <p><b>October</b> Some Progress</p> <p><b>December</b></p> <p><b>February</b></p> <p><b>Summative</b></p> <p><b>April</b></p>	<p>1.0, 2.0, 9.0</p>
					<p><b>Formative</b></p> <p><b>October</b></p> <p><b>December</b></p> <p><b>February</b></p> <p><b>Summative</b></p> <p><b>April</b></p>	
<p>6) By May, 2019, students in Advanced Placement courses will demonstrate mastery at the national level on AP tests</p>	<p>AP Coordinator GHS Administration</p>			<p>AP Course completion SP Score Reports</p>	<p><b>Formative</b></p> <p><b>October</b> Some Progress</p> <p><b>December</b></p>	<p>1.0, 4.0</p>

					February Summative April	
7) By May, 2019, students in PLTW courses will demonstrate mastery at the national level on PLTW End of Course tests	PLTW Teachers Campus Administrators			PLTW End of Course results	Formative October Some Progress December February Summative April	3.0, 8.0
Critical Success Factors CSF 1 CSF 2 8) Integrate support programs for special populations to ensure academic success	Special Ed. Dir. Diagnosticians Principals Counselors Teachers			ARD SST Meetings Progress and Grade Reports Unit Assessment Data	Formative October Some Progress December February Summative April	1.0, 2.0, 3.0, 8.0, 9.0, 10.0
Critical Success Factors CSF 1 CSF 5 CSF 6 9) Conduct advisory meetings of various academically oriented groups to ensure constant attention to academic success for all students including graduation requirement attainment	Superintendent Special Ed. Dir. Director of Curriculum Principals Committee Members			DIT & CIT, SST, Title I & G/T, Bilingual/ESL, Special Ed., SHAC, TRS Lead Teachers, and Counselors Meetings	Formative October Considerable December February Summative April	1.0, 2.0, 6.0, 8.0

<p>Critical Success Factors</p> <p>CSF 1 CSF 5</p> <p>10) Develop and sustain exemplary programs to meet the needs of students in special populations: Bilingual, ESL, GT, SPED, Dyslexia</p>	<p>Superintendent Director of Curriculum Principals Bilingual Teachers SPED Teachers GT Teachers ESL Teachers</p>			<p>ESL Training Bilingual Teacher Recruitment LPAC Training SLOP Institute AP Trainings</p>	<p><b>Formative</b></p> <p><b>October</b> Some Progress</p> <p><b>December</b></p> <p><b>February</b></p> <p><b>Summative</b></p> <p><b>April</b></p>	<p>1.0, 2.0, 3.0, 4.0, 9.0, 10.0</p>
<p>11) GRAHAM HIGH SCHOOL</p> <p>State Compensatory Education Funds will be utilized to upgrade the entire instructional program</p>	<p>Principals</p> <p>HS FTE 4.03, \$187,672.95</p>			<p>Attendance Student Grades SST Meetings Performance on State Assessments TPRI Results</p>	<p><b>Formative</b></p> <p><b>October</b> Some Progress</p> <p><b>December</b></p> <p><b>February</b></p> <p><b>Summative</b></p> <p><b>April</b></p>	
<p>Critical Success Factors</p> <p>CSF 1 CSF 3 CSF 6</p> <p>12) Enrich vocational classes and ensure that course offerings and sequencing meet student needs.</p>	<p>Assistant Superintendent GHS Principal GHS Career Tech Counselor</p>			<p>Course offerings Perkins Program Evaluation</p>	<p><b>Formative</b></p> <p><b>October</b> Considerable</p> <p><b>December</b></p> <p><b>February</b></p> <p><b>Summative</b></p> <p><b>April</b></p>	<p>10.0</p>
<p>Critical Success Factors</p> <p>CSF 1 CSF 2</p> <p>13) Conduct regularly scheduled data</p>	<p>Assistant Superintendent Curriculum Coordinator Campus</p>			<p>Unit Assessment Data Accountability Reports</p>	<p><b>Formative</b></p> <p><b>October</b> Considerable</p>	<p>2.0, 8.0</p>

meetings with departments or grade levels after administration of unit assessment; Build Data Room that includes assessment data and identifies students without connections @ GHS.	Principals Teachers				December  February  Summative  April	
14) GHS will have regularly scheduled PLC time led by teachers for departments	Department heads Teachers Campus Administration			Agendas Minutes	Formative  October Continue/Modify  December  February  Summative  April	2.0, 8.0
15) . GHS teachers will participate in Instructional Rounds at minimum one time per semester	Department Heads Lead Teachers Campus Administration			Instructional Rounds schedule	Formative  October Some Progress  December  February  Summative  April	2.0, 8.0
					Formative  October  December  February	

					Summative April	
					Formative October  December  February  Summative April	
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					<b>Formative</b>  <b>October</b>  <b>December</b>  <b>February</b>  <b>Summative</b>  <b>April</b>	
					<b>Formative</b>  <b>October</b>  <b>December</b>  <b>February</b>  <b>Summative</b>  <b>April</b>	



**Ideal State: Goal(s)**

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(s):**

Performance Objective 1: Maintain centralized, effective and efficient GISD personnel policies, hiring procedures, and protocols

Evaluation Data Source(s) 1: GISD Personnel Manual

Update

Strategies and Action Steps	Person(s) Responsible	Resources				Timelines	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
		Description	Type	Funding Source	Amount				
1) Provide support and relevant information in preparation for certification exams in identified areas of need	Campus Administrators						Principals' Reports	<b>Formative</b>  <b>October</b> Some Progress  <b>December</b>  <b>February</b>  <b>Summative</b>  <b>April</b>	3.0, 5.0, 10.0
2) Participation in job fairs and consult with ESCs in securing highly qualified teachers	Campus Administrators						Principals' Reports	<b>Formative</b>  <b>October</b> No Progress  <b>December</b>  <b>February</b>  <b>Summative</b>  <b>April</b>	4.0
3) Implement professional development aligned to Instruction. Staff will select and monitor progress toward Art & Science of Teaching	Superintendent Director of Curriculum						Sign-in sheets for professional development Attendance at	<b>Formative</b>  <b>October</b> Considerable	1.0, 3.0, 4.0

goals.				follow-up trainings	December February Summative April	
4) Provide planning sessions for teachers--- instructional, data management, intervention, substitutes for planning	Superintendent Director of Curriculum Principals			Training dates	Formative October Some Progress December February Summative April	8.0
5) LEA ensures 100% of teachers are HQ on high poverty campuses	Assistant Superintendent of Curriculum			HQT Report	Formative October Accomplished December February Summative April	2.0, 3.0
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					<b>Summative</b> <b>April</b>	
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**Ideal State: Goal(s)**

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

**Objective(s):**

Performance Objective 1: By May 2019, the discipline referrals that result in ISS/DAEP assignment will decrease by 5%.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategies and Action Steps	Person(s) Responsible	Resources				Timelines	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
		Description	Type	Funding Source	Amount				
1) Provide School Resource Officer to maintain a safe and effective learning environment	Superintendent						425 Records	<b>Formative</b>  <b>October</b> Continue/Modify  <b>December</b>  <b>February</b>  <b>Summative</b>  <b>April</b>	1.0, 10.0
2) Provide staff development on what constitutes dating violence	Principals						Faculty Meeting Agendas	<b>Formative</b>  <b>October</b> Accomplished  <b>December</b>  <b>February</b>  <b>Summative</b>  <b>April</b>	4.0



3) Provide quality district Disciplinary Alternative Education Program	Superintendent GJHS Principal Graham Learning Center Principal			Number of repeat offenders Student progress academically	<b>Formative</b> <b>October</b> Continue/Modify <b>December</b>  <b>February</b>  <b>Summative</b> <b>April</b>	3.0, 9.0
4) Build capacity of students and staff to accept a more diverse culture of students into clubs, organizations, and activities through district character education programs	Counselors			Staff Training Faculty Meeting Agendas	<b>Formative</b> <b>October</b> No Progress <b>December</b>  <b>February</b>  <b>Summative</b> <b>April</b>	2.0
5) Provide a bullying prevention and reporting plan as outlined in Board Policy FFI (Local)	Campus Principals Counselors			Bullying Reporting Forms	<b>Formative</b> <b>October</b> Accomplished <b>December</b>  <b>February</b>  <b>Summative</b> <b>April</b>	1.0, 10.
6) Provide D.A.R.E. education classes for all students in 9th grade	School Resource Officer Principals			Attendance records	<b>Formative</b> <b>October</b> Continue/Modify	1.0, 10.

					y <b>December</b>  <b>February</b>  <b>Summative</b>  <b>April</b>	
7) Monitor discretionary ISS placements for students identified as Special Education	Assistant Principals Diagnosticians			Disciplinary Placement Log Manifestation ARD	<b>Formative</b> <b>October</b> Continue/Modify <b>December</b>  <b>February</b>  <b>Summative</b> <b>April</b>	2.0, 10.0
8) Utilize Positive Behavior Support (PBIS) for all students	Principals Counselors			Recurrence of behavioral issues	<b>Formative</b> <b>October</b> No Progress <b>December</b>  <b>February</b>  <b>Summative</b> <b>April</b>	2.0
					<b>Formative</b> <b>October</b>  <b>December</b>	

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**Ideal State: Goal(s)**

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

**Objective(s):**

Performance Objective 1: By May 2019, Graham ISD will achieve a graduation rate of 95%.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategies and Action Steps	Person(s) Responsible	Resources				Timelines	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (Code by #)
		Description	Type	Funding Source	Amount				
1) Increased focus on college and career readiness & opportunities	Superintendent Director of Curriculum GHS and GJHS Principals Counselors Teachers						College Day UIL Participation Dual Credit Offerings Expand Work Programs CTE Certifications awarded	<b>Formative</b>  <b>October</b> Considerable  <b>December</b>  <b>February</b>  <b>Summative</b>  <b>April</b>	2.0, 3.0, 8.0
2) Provide accelerated instructional opportunities to students, including Special Education and at-risk students, who are in need of additional remediation to obtain credits to graduate from high school	Superintendent Director of Curriculum GHS and GLC Principals						Graham Learning Center School Within a School Summer School Community GED Program After Hours University	<b>Formative</b>  <b>October</b> Continue/Modify  <b>December</b>  <b>February</b>  <b>Summative</b>  <b>April</b>	9.0
3) Pregnancy & Related Services (PRS) Program-Identification and intake documentation of pregnant students	Superintendent Director of Special						Verification of pregnancy CEHI teacher's log	<b>Formative</b>  <b>October</b>	9.0

will be completed, verified, and filed by authorized district personnel	Programs Principals			Copy of ARD or IEP, if applicable Program Records	Continue/Modify <b>December</b>  <b>February</b>  <b>Summative</b>  <b>April</b>	
4) Attendance tracking and incentives for students to regularly attend school.	Superintendent Campus Principals Counselors			PEIMS Attendance records Notes from Wii Care Meetings	<b>Formative</b>  <b>October</b> Continue/Modify  <b>December</b>  <b>February</b>  <b>Summative</b>  <b>April</b>	1.0, 6.0, 9.0
					<b>Formative</b>  <b>October</b>    <b>December</b>    <b>February</b>    <b>Summative</b>  <b>April</b>	
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**Ideal State: Goal(s)**

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

**Objective(s):**

Performance Objective 1: By May 2019, 100% of Graham ISD campuses will participate in activities designed to increase parental involvement.

Strategies and Action Steps	Person(s) Responsible	Resources				Timelines	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
		Description	Type	Funding Source	Amount				
1) Provide access to GISD Student Handbooks and Student/Parent/Teacher Compacts to all GISD students and parents	Superintendent						Student Handbook Receipts Compacts Receipts	<b>Formative</b>  <b>October</b> Accomplished  <b>December</b>  <b>February</b>  <b>Summative</b>  <b>April</b>	6.0
2) Foster strong community partnerships	Superintendent						Lions Club Rotary Club Chamber of Commerce	<b>Formative</b>  <b>October</b> Continue/Modify  <b>December</b>  <b>February</b>  <b>Summative</b>  <b>April</b>	1.0, 6.0
3) Implement Grateful Dads Program	Principal						Grateful Dads membership Weekly Sign in	<b>Formative</b>  <b>October</b> Discontinue  <b>December</b>	1.0, 6.0

					<b>February</b>  <b>Summative</b>  <b>April</b>	
4) Host special program parent information meetings <ul style="list-style-type: none"> <li>• ESL/Bilingual</li> <li>• GT</li> </ul>	Director of Curriculum Curriculum Coordinator Counselors Campus Principals			Meeting agendas and sign-in sheets Parent input	<b>Formative</b>  <b>October</b> Continue/Modify  <b>December</b>  <b>February</b>  <b>Summative</b>  <b>April</b>	6.0, 8.0
5) Implementation of on-line registration process	Superintendent Director of Technology			Records updated in data management system effectively	<b>Formative</b>  <b>October</b> Continue/Modify  <b>December</b>  <b>February</b>  <b>Summative</b>  <b>April</b>	6.0
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## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures

