

Graham Independent School District
Woodland Elementary
2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

Graham ISD will focus on the future by empowering students to think creatively and critically while learning in engaging, innovative, and inspiring environments.

All for excellence-- excellence for all.

Vision

Woodland elementary teachers and staff seek to engage, and inspire students through:

- differentiated instruction
- student engagement
- character education, community service, and leadership building activities

Core Beliefs

At Woodland we believe that all students can be successful emotionally, socially, and academically. Success begins as we make learning interesting and engaging, stretch ourselves and our students, and show every student we care every day.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Woodland Elementary is a 4th-5th grade Title 1 Campus in Graham ISD. Enrollment at Woodland Elementary is down by 8% this year at Woodland. This can be attributed to gaining a class of 4th graders that has been traditionally smaller than most other classes in GISD. Student groups at Woodland include 16% English Language Learners, 2% Gifted and Talented, 13% 504, 8% Dyslexic and 8% Special Education. Additionally, 58% of students are economically disadvantaged and 53% are identified as at-risk.

Woodland Enrollment 2016-2017*

Enrollment October 28, 2016	American Indian		Asian		Black		Nat. Hawaiian		White		Hispanic/ Lat. Eth.		Multi-Race		Total		Total
Grade	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
4	0	2	0	1	0	1	0	0	52	60	31	24	0	0	83	88	171
5	2	0	1	0	4	1	0	0	54	62	24	32	2	4	87	99	186
TOTAL	2	2	1	1	4	2	0	0	106	122	55	56	2	4	170	187	357

Woodland Attendance History**

Attendance			
2013-14	2014-15	2015-16	2016-17
96.70%	96.70%	96.42%	97.76%

*Data from PEIMS 10/28/16

**Data from 2014-15 TAPR Report and 2016 PEIMS Data

Demographics Strengths

- Teachers have received additional training on differentiation for English Language Learners (ELLs) and Special Education Students that will be used in the 2016-17 school year to support individualized learning for these student populations.
- ELLs receive language and vocabulary support from a bilingual/ESL certified teacher daily in the classroom and during intervention.
- Special Education students receive academic support from special education teachers, paraprofessionals, and regular education teachers daily through inclusion and during intervention.
- The attendance rate at Woodland Elementary has remained steady over the past four years.

Demographics Needs

- ELL's performance on standardized tests continues to lag behind those of their non-ELL peers. All ELAR teachers need to be ESL certified so they can provide additional support to this student population.
- The percentage of Woodland students receiving special education services is 10 % which is above the state average of 8.5%.

- The 504 student population continues to grow making it imperative that Woodland continues to search out ways to meet the individual needs of these students in the classroom on a daily basis and in testing situations.

Student Achievement

Student Achievement Summary

Woodland Elementary School focuses on meeting the needs of each individual student academically, physically, emotionally, and socially. Academic needs are met through differentiated instruction in the classroom and through specific intervention and enrichment activities tailored to meet individual needs during FLEX time. Daily PE and recess increases physical fitness of students while also building social skills and communication skills. Students also develop fine arts and technology skills and interests through music, art, library, computer, and challenge lab rotations weekly. Student achievement academically is measured through success on unit assessments in each of the core classes and through 4th grade STAAR tests in reading, writing, and math and 5th grade STAAR tests in reading, math, and science. Physical fitness is measured in PE annually through the Fitnessgram program. Students have the opportunity to showcase their fine arts skills through an art show annually and through talent shows for each grade.

All schools in Texas must meet standards set in four state accountability areas. For the 2015-16 school year, Woodland Elementary met these targets:

- Index 1 - Student Achievement. Woodland Elementary Score: 72 (State Target Score: 60)
- Index 2 - Student Progress. Woodland Elementary Score: 39 (State Target Score: 32)
- Index 3 - Closing Performance Gaps. Woodland Elementary Score: 33 (State Target Score: 28)
- Index 4 - Postsecondary Readiness. Woodland Elementary Score: 29 (State Target Score: 12)

These scores result in Woodland Elementary receiving a 2016 Texas Accountability Met Standard Rating.

Student Achievement Strengths

Woodland Elementary 2016 Accountability Rating: Met Standard

Woodland Elementary Met Participation Rates 12 out of 12 = 100% State System Safeguards

Areas of Strength:

STAAR RESULTS 2015-16		
State Assessment Reading	4th Reading: 73% Satisfactory (State Average 74%)	5th Reading: 84% Satisfactory (State Average 72%)
State Assessment Math		5th Math: 85 % Satisfactory (State Average 76%)

Student Achievement Needs

Woodland Elementary Met Performance Rates 14 out of 22 = 64% State System Safeguards

Areas to Address:

STAAR RESULTS 2015-16

State Assessment Writing	4 th Writing: 64% Satisfactory (State Average 67%)	
State Assessment Math	4 th Math: 61% Satisfactory (State Average 72%)	
State Assessment Science		5 th Science: 64% Satisfactory (State Average 72%)

School Culture and Climate

School Culture and Climate Summary

Our goal at Woodland Elementary is that all students are successful academically, socially and emotionally. This happens when students are actively engaged with their peers in core classes, during rotation and flex classes, and at PE, recess, and lunch. Students are rewarded for positive academic, social, and emotional success through the hopper drawing every 3 weeks and through student of the six weeks awards, BUG awards, character education awards, and A & AB honor roll awards every 6 weeks.

Each year, student, teacher, and parent perceptions of the school culture and climate are obtained through surveys. Results of the GISD elementary schools surveys are used by school staff to determine student and school strengths and needs.

School Culture and Climate Strengths

2015-16 Survey Results are as follows:

Student survey results indicate the following strengths:

- Staff are nice, supportive, helpful and fun
- Students like their classes
- Students like the friendly environment

Teacher survey results indicate the following strengths:

- Staff/coworkers support each other and work well together
- Students are eager to learn
- Principal is supportive
- Paraprofessionals are amazing as they help with inclusion students
- Janitors do a great job

Parent survey results indicate the following strengths:

- Teachers
- Family Fun Nights

School Culture and Climate Needs

2015 - 16 Survey Results are as follows:

Student survey results indicate the following needs:

- Wish people would be nicer and more respectful of each other and that everyone was treated equally/fairly
- Wish there were no bullies
- Wish recess and lunch were longer
- Wish food was better with more variety
- Wish pickle pals was every Friday
- Wish snacks were free
- Would like more field trips
- Think discipline (rules) should be enforced better
- Would like to do away with homework
- Would like to have a coke machine
- Think that phones and social media should not be allowed
- Wish classes were shorter
- Wish classes were longer

Parent survey results indicate the following needs:

- Security
 - Better/More consistent security checks for people entering all campuses
 - Fewer gates on playgrounds and add locks to all gates
- Sharing information
 - Put more information on website
 - Give more timely notifications of field trips
- Curriculum
 - Less testing
 - Dual immersion program
 - Let teachers teach outside core box
- Administration
 - Keep principals at campuses longer to provide consistency
- Students
 - Decreased instances of bullying
 - Less preferential treatment for students with prominent last names

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Woodland Elementary staff is 100% highly qualified ensuring that all students are surrounded by top-notch staff who have been trained to hold high expectations for all students. Teachers and paraprofessionals participate in ongoing professional development to meet students where they are and challenge them to continue to grow academically, socially and emotionally.

Teacher Professional Development/GISD Initiatives:

- Balanced Literacy Training
- Trail of Breadcrumbs Writing/Grammar Training
- Cross-Curricular Writing Training
- Math Core Content Training
- Science Core Content Training
- Social Studies Core Content Training
- Technology Training
- Dyslexia Training
- ELPS Training
- Seidlitz Differentiation Training
- SLO (Student Learning Objective) & TTESS Training
- GISD Inspires Conference

Woodland Staff:

- 1 Principal
- 1 Counselor
- 25 Teachers
- 2 Professional Support
- 5 Interventionists
- 6 Paraprofessionals

Teacher Experience:

- 1 Beginning Teacher
- 12 1-5 Years Experience
- 5 6-10 Years Experience
- 7 11-20 Years Experience

Staff Quality, Recruitment, and Retention Strengths

Woodland Elementary staff strengths are:

- New staff members are eager to learn and become integral members at Woodland
- Experienced teachers are eager to continue strengthening their pedagogical skills and are willing to serve as mentors to new teachers
- A positive attitude is apparent throughout the school as teachers and staff work hard to implement academic initiatives that will increase student success
- Woodland Elementary staff enjoy their students and enjoy each other

Staff Quality, Recruitment, and Retention Needs

Woodland Elementary staff weaknesses are:

- All ELAR teachers need to be ESL certified in order to better meet the needs of ELL students.
- Woodland staff needs training in PBIS (Postive Behavior Intervention and Support) in order to meet the needs of students with behavior challenges.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Woodland Elementary utilizes the TEKS, TEKS Resource Management System, ELPS, Trail of Breadcrumbs, Math Skills Initiative, and Balanced Literacy to address the academic needs of the campus. RTI intervention curriculum includes I-Station, Think Through Math, and E-Star Math.

Formative and Summative Assessments and Benchmarks include the following:

- ELA, Math, Science, and Social Studies Unit Assessments at the end of each instructional unit
- 9 week comprehensive benchmarks
- Formative assessments daily to check for understanding
- Writing assignments in ELAR daily to increase writing skills
- Cross-Curricular writing assignments in non-ELAR classes a minimum of once every three weeks to increase writing skills

Curriculum, Instruction, and Assessment Strengths

Curriculum Strengths:

- Reading and Writing Skills will be strengthened through specific Balanced Literacy reading and Trail of Breadcrumbs writing instruction
- Basic Math Skills will be strengthened through the Math Skills Initiative
- FLEX time includes specific instruction for gifted and talented students, research-based specific intervention for RTI students, Language and Literacy instruction for ELLs, Dyslexia instruction provided by certified dyslexia therapists, and extension of science and social studies instruction through PBLs for FLEX students.

Curriculum, Instruction, and Assessment Needs

Curriculum Weaknesses:

- Woodland team needs specific instruction in PBIS campus wide.
- Woodland science team needs specific curriculum that will help strengthen STAAR scores.
- Woodland needs year-long support to aid in the implementation of new instructional initiatives.

Family and Community Involvement

Family and Community Involvement Summary

At Woodland Elementary, we want parents to be involved in their student's education. This can be accomplished through parent involvement at school and at home. We are always looking for ways to strengthen home/school connections and welcome parent/community feedback in this area. We have an open door policy at Woodland and encourage parents to contact teachers any time they have academic, social or emotional concerns.

Family and Community Involvement Strengths

Woodland Family and Community Involvement Strengths:

- Notifies parents/guardians of upcoming activities and events through calendars and notes home, information posted on school website and on Facebook, and phone calls home through school messenger
- Meet the Teacher Night
- Parent/Teacher Meetings
- Parents may eat lunch with their children
- WatchD.O.G.S. program
- PTO
- Virginia's House Mentor Program
- NCTC 5th Grade College Bound Kids Program
- Happy Visits to Principal
- Positive Phone Calls Home by Principal and Teachers
- Positive Post Cards Mailed to Parents or Students

Family and Community Involvement Needs

Woodland Family and Community Involvement Weaknesses:

- Effort should be made to involve all parents/guardians in school to support student learning
- Effort should be made to increase involvement of community members at Woodland to support student learning

School Context and Organization

School Context and Organization Summary

Woodland Elementary's context and organization is driven by a focus on student-centered learning. This is accomplished as students participate in hands-on differentiated instruction that meets individual student needs. Scheduling is key to the success of a student-centered classroom. Each core teacher at Woodland has 90 minutes of instructional time daily. This provides the teacher with the opportunity for direct teach followed by hands-on student learning activities and frequent checks for understanding. Students also have 30 minutes of FLEX time daily. During this time, students participate in intervention, enrichment, or gifted and talented activities depending on their needs. Students also participate in 30 minutes of PE and 30 minutes of recess daily this year and Music and Art time has been increased to two times per week. All students are also in the library, computer lab, and challenge lab 30 minutes weekly.

Several school committees meet throughout the year to address school context and organization.

These include:

- Site-Based Decision-Making Committee which is an advisory committee to aid the campus principal in the development of the campus improvement plan
- SST Committee which meets to discuss student academic and or behavioral needs and interventions
- Red Team which meets to discuss specific academic concerns
- Blue team which meets to discuss non-academic activities
- PBIS team which meets to discuss development of a campus-wide behavior plan
- SLO team which meets to discuss specific learning objectives that will increase teachers' ability to increase student academic successes.

School Context and Organization Strengths

School Context and Organization Strengths:

- Master schedule minimizes down-time and maximizes academics, physical activity, fine arts, technology and STEM activities
- Teachers actively keep a finger on the pulse of the school through active participation in school committees
- Parents and Community Members are active participants in the SBCM committee.

School Context and Organization Needs

School Context and Organization Needs:

- In it's first year of implementation, SLO committee will continue to strengthen goal-setting tied directly to student academic needs.
- In it's first year of implementation, the PBIS committee will develop a plan for a campus-wide behavior plan to be implemented in the 2017-18 school year.

Technology

Technology Summary

Woodland Elementary has a variety of technology in all classrooms including interactive white boards, projectors, document cameras, computers, and Ipads. Woodland also has a computer lab that is used daily during rotation as well as being used for computer administration of unit assessments, STAAR online, and TELPAS online. Technology is used extensively in the classroom and during FLEX to engage, extend and reinforce student learning.

Technology Strengths

Technology Strengths:

- Technology is an integral part of each classroom daily
- Students and teachers actively use technology daily

Technology Needs

Technology Needs:

- The availability of technology differs in each classroom
- Document cameras are needed in 10 classrooms

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

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

Accountability Data

- Texas Academic Performance Report (TAPR) data

Goals

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

Performance Objective 1: By June of 2017, Woodland Elementary will meet or exceed the state average on 4th Grade STAAR Reading, Writing and Math and on 5th grade STAAR Reading, Math and Science.

Evaluation Data Source(s) 1: 2016-2017 STAAR results.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Oct	Dec	Feb	Apr
Critical Success Factors CSF 1 1) Continued implementation to ensure district curriculum is aligned with TEKS and state assessments	2, 9	Superintendent Director of Curriculum Principal Teachers Curriculum Lead Teachers	Walkthroughs Unit Assessments Campus Support Visits				
Critical Success Factors CSF 1 CSF 2 2) Use Unit assessments and benchmarks to monitor student progress	1, 2, 8, 9, 10	Director of Curriculum Principals Unit Assessment Coordinators Curriculum Lead Teachers	Unit Assessments Benchmarks Eduphoria				
Critical Success Factors CSF 1 CSF 2 3) Use various forms of intervention to meet student needs	2, 3, 8, 9, 10	Director of Technology Director Principal Interventionists Teachers	Ongoing results from unit regular progress monitoring, assessments, and benchmarks				

Critical Success Factors CSF 1 CSF 2 4) Integrate support programs for special populations to ensure academic success.	2, 3, 8, 9, 10	Principal Counselor Special Population Teachers	Progress Monitoring Data Unit Assessment Data Benchmark Data Grade Reports				
Critical Success Factors CSF 1 CSF 4 5) Effective integration of technology into the curriculum through project based learning and stations	1, 2, 4	Principal Teachers	Walkthroughs TTESS SeeSaw Bloomz Google Classroom				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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.

Performance 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.

Evaluation Data Source(s) 1: HQT Report

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Oct	Dec	Feb	Apr
Critical Success Factors CSF 3 CSF 7 1) Maintain Centralized, effective and efficient GISD personnel policies, hiring procedures, and protocols.	1, 3	Superintendent Principal	GISD Personnel Manual Update				
Critical Success Factors CSF 1 CSF 4 CSF 6 2) Provide "buy-back" of unused local personal leave days as incentive for attendance	2, 5	Superintendent Assistant Superintendent of Finance Personnel Department Payroll Department	Leave and Absence Forms Personnel Records				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 3) Provide district professional employees with reimbursement stipends for taking Masters' Degree courses in their area of teaching and shortage areas.	1, 3, 4, 5	Superintendent Assistant Superintendent of Human Resources Assistant Superintendent of Finance	Enrollment Forms Final Grades Reimbursement Forms				
Critical Success Factors CSF 6 4) Maintain effective and efficient GISD personnel policies.	2, 3, 5	Superintendent	Review TASB Personnel Policy				
Critical Success Factors CSF 6 CSF 7 5) Provide pay incentives in the form of stipends for new and returning teachers in acute shortage areas.	1, 3, 5	Superintendent Assistant Superintendent of Finance	Annual HQT Reports Principal Personnel Reports				

Critical Success Factors CSF 1 CSF 3 CSF 7 6) Encourage and promote staff expertise through experiences such as: Mentoring, Faculty Presentations, Participation in Trainings and Conferences, Group Planning and Sharing.	3, 4	Principal Campus Committees and Focus Groups Teachers	shared goals and outcomes for all staff.				
Critical Success Factors CSF 6 CSF 7 7) Participate in job fairs and consult with ESCs in securing highly qualified teachers.	5	Principal	Principal Report				
Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7 8) Promote staff attendance through education of staff on the impact of staff absenteeism.	3	Principal Attendance Clerk	PEIMS AESOP Reports				
Critical Success Factors CSF 1 CSF 2 CSF 3 9) Provide planning sessions for teachers that focus on instructional data, student management, intervention, and implementation of new curriculum.	8	Principal Curriculum Director Interventionists Teachers	Training Agendas Training Feedback/Evaluations Data from student performance following the implementation of training in the classroom.				
Critical Success Factors CSF 1 CSF 7 10) LEA works to ensure that 100% of teachers are HQ on high poverty campuses.	2, 3	Superintendent Assistant Superintendent of Human Resources Principal	HQT Report				
Critical Success Factors CSF 1 CSF 6 11) Provide smaller class sizes in primary grades.	3, 9	Superintendent Assistant Superintendent of Human Resources Principal	Federal Reports PEIMS Class Rosters				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

Performance Objective 1: By December of 2016, 5th graders at Woodland Elementary will have received 12 weeks of drug-abuse resistance education which will provide them with the knowledge and skills necessary to resist drug use and abuse.

Evaluation Data Source(s) 1: Feedback from DARE Officers and DARE participants

Summative Evaluation 1: Met Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
Critical Success Factors CSF 6 1) Utilize School Resource Office to maintain a safe and effective learning environment.	1, 10	Principal	Campus Emergency Plan				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

Performance Objective 2: In October of 2016, all Woodland Elementary students will participate in Red Ribbon Week activities which will inform them of the danger of drug use and encourage them to stay drug-free.

Evaluation Data Source(s) 2: Feedback from Woodland Blue Team

Summative Evaluation 2: Met Performance Objective

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

Performance Objective 3: Monthly practice of various drills such as fire, weather, and lock-down procedures will ensure that all students and staff are prepared in the event of an emergency.

Evaluation Data Source(s) 3: Emergency Management Plan will be reviewed yearly by staff and revisions will be made to drill routes and safe locations as necessary. Local SRO will make suggestions regarding Lock-Down procedures and drills

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
Critical Success Factors CSF 6 1) Review and revise Campus Emergency Operations Plan to communicate changes, conduct practice drills, train staff for crisis management.	1, 10	Principal Teachers Staff SRO	Campus Emergency Plan Crisis Manager App Drill Reports Meeting Notes				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

Performance Objective 4: By May of 2017, Woodland PBIS team will have developed a Positive Behavior Intervention and Support Plan to be implemented in the 2017-2018 school year that will result in fewer student referrals to ISS/DAEP.

Evaluation Data Source(s) 4: Research by PBIS committee and surveys to school personnel.

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
Critical Success Factors CSF 6 1) Conduct learning opportunities for staff/parents that include topics such as Conflict resolution, Bully, Drug, Tobacco, and Alcohol Prevention, Tattling, Self-Discipline, Self-Regulation, Anger Management	2, 9, 10	Principal Counselor Teachers	Training Evaluations PEIMS Data				
Critical Success Factors CSF 6 2) Provide a bullying prevention and reporting plan as outlined in board policy FFI (Local)	1, 10	Principal Counselor	Bully Reporting Forms				
Critical Success Factors CSF 4 CSF 6 3) Create a campus model of Positive Behavior Support and Interventions to assist students in being able to self-regulate and be successful in school.	1, 7, 9	Principal Counselor Teachers	PEIMS Data PBIS Implementation Plan				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: All students in Graham ISD will graduate from High School.

Performance Objective 1: Woodland Elementary seeks to increase academic and social-emotional skills that will prepare students for high school and post-secondary school success.

Evaluation Data Source(s) 1: Student Retention Data, Information from SST Meetings/Data Meetings

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Oct	Dec	Feb	Apr
Critical Success Factors CSF 1 CSF 2 1) Teachers will participate in vertical and horizontal curriculum planning and alignment to assure fidelity to instruction across grade levels.	1, 9	Curriculum Director Principal Interventionists Teachers	Unit Assessment Data STAAR Data				
Critical Success Factors CSF 1 CSF 2 2) Accelerated instruction will be provided to at-risk students through daily intervention.	9	Curriculum Director Principal Interventionists Teachers	Unit Assessment Data Grade Reports STAAR Data				
Critical Success Factors CSF 1 CSF 5 CSF 6 3) Weekly college spotlights in all 4th and 5th grade science and social studies classes and 5th grade participation in will NCTC's 5th Grade College-Bound Kids Program will provide students with knowledge and motivation to graduate from high school and pursue higher education and training geared to student strengths and interests.	1	Principal Counselor	Feedback from teachers and students. Results from interest surveys.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

Performance Objective 1: By May of 2017, 100% of Graham ISD Campuses will participate in activities designated to increase parental involvement.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
Critical Success Factors CSF 5 1) Provide access to GISD Student Handbooks and Student/Parent/Teacher Compacts to all GISD students and parents.	6	Superintendent	Student Handbook Receipts Compact Receipts	✓	✓	✓	
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

Performance Objective 2: 100% of Woodland teachers communicate regularly with parents by making a minimum of one parent contact per week.

Evaluation Data Source(s) 2: Post Cards mailed out to parents weekly. Phone calls made to parents weekly.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
Critical Success Factors CSF 5 CSF 6 1) Woodland teachers, principal and counselor communicate weekly with parents through face-to-face contacts, technology applications such as Class Dojo, Bloomz, and Seesaw and through letters, phone calls, e-mails and texts.	6	Principal Counselor Teachers	Parent/Teacher/Student Survey Information				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

Performance Objective 3: Woodland PTO, WATCHD.O.G.S. and Virginia's House Mentor Program seek to support students' social, emotional and academic needs.

Evaluation Data Source(s) 3: PTO/WATCHD.O.G.S. and Virginia's House Mentor Logs

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Oct	Dec	Feb	Apr
Critical Success Factors CSF 6 1) Increased participation in parent and community volunteer opportunities PTO, WATCHD.O.G.S., and Virginia's House Mentor Program.	6, 8	Principal Counselor	Volunteer Logs Meeting Agendas/Participation Logs Event Participation				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 6: GISD stakeholders will provide oversight to the management of administrative, fiscal, and facilities.

Performance Objective 1: GISD fund balance will sustain a balance equal to three-month operating expenses.

Evaluation Data Source(s) 1: CIT/DIT Committee agendas; Red Team, Staff meeting agendas.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
Critical Success Factors CSF 3 1) Participation in campus budget planning process by all campus groups.	10	Principal	Staff Feedback				
Critical Success Factors CSF 3 2) Ensure GISD business office policies and procedures are in place to ensure effective and efficient handling of all GISD funds.	10	Superintendent Assistant Superintendent of Finance Principal	Annual Audit				
Critical Success Factors CSF 3 3) Campus Improvement Meetings focus on administrative, fiscal, facility oversight to ensure needs assessment and campus goals are met.	10	Principal	CIT Agenda Sign-In Sheets				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Title I

1: Comprehensive Needs Assessment

Title I Component's Strategies

Goal	Performance Objective	Strategy	Description
1	1	2	Use Unit assessments and benchmarks to monitor student progress
1	1	5	Effective integration of technology into the curriculum through project based learning and stations
2	1	1	Maintain Centralized, effective and efficient GISD personnel policies, hiring procedures, and protocols.
2	1	3	Provide district professional employees with reimbursement stipends for taking Masters' Degree courses in their area of teaching and shortage areas.
2	1	5	Provide pay incentives in the form of stipends for new and returning teachers in acute shortage areas.
3	1	1	Utilize School Resource Office to maintain a safe and effective learning environment.
3	3	1	Review and revise Campus Emergency Operations Plan to communicate changes, conduct practice drills, train staff for crisis management.
3	4	2	Provide a bullying prevention and reporting plan as outlined in board policy FFI (Local)
3	4	3	Create a campus model of Positive Behavior Support and Interventions to assist students in being able to self-regulate and be successful in school.
4	1	1	Teachers will participate in vertical and horizontal curriculum planning and alignment to assure fidelity to instruction across grade levels.
4	1	3	Weekly college spotlights in all 4th and 5th grade science and social studies classes and 5th grade participation in will NCTC's 5th Grade College-Bound Kids Program will provide students with knowledge and motivation to graduate from high school and pursue higher education and training geared to student strengths and interests.
4	1	5	Weekly college spotlights in all 4th and 5th grade science and social studies classes and 5th grade participation in NCTC's 5th Grade College Bound Kids Program will provide students with knowledge and motivation to graduate from high school and pursue higher education and training geared to student strengths and interests.

2: Schoolwide Reform Strategies

Title I Component's Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	Continued implementation to ensure district curriculum is aligned with TEKS and state assessments
1	1	2	Use Unit assessments and benchmarks to monitor student progress
1	1	3	Use various forms of intervention to meet student needs
1	1	4	Integrate support programs for special populations to ensure academic success.
1	1	5	Effective integration of technology into the curriculum through project based learning and stations
2	1	2	Provide "buy-back" of unused local personal leave days as incentive for attendance
2	1	4	Maintain effective and efficient GISD personnel policies.
2	1	10	LEA works to ensure that 100% of teachers are HQ on high poverty campuses.
3	4	1	Conduct learning opportunities for staff/parents that include topics such as Conflict resolution, Bully, Drug, Tobacco, and Alcohol Prevention, Tattling, Self-Discipline, Self-Regulation, Anger Management

3: Instruction by highly qualified professional teachers

Goal	Performance Objective	Strategy	Description
1	1	3	Use various forms of intervention to meet student needs
1	1	4	Integrate support programs for special populations to ensure academic success.
2	1	1	Maintain Centralized, effective and efficient GISD personnel policies, hiring procedures, and protocols.
2	1	3	Provide district professional employees with reimbursement stipends for taking Masters' Degree courses in their area of teaching and shortage areas.
2	1	4	Maintain effective and efficient GISD personnel policies.
2	1	5	Provide pay incentives in the form of stipends for new and returning teachers in acute shortage areas.
2	1	6	Encourage and promote staff expertise through experiences such as: Mentoring, Faculty Presentations, Participation in Trainings and Conferences, Group Planning and Sharing.
2	1	8	Promote staff attendance through education of staff on the impact of staff absenteeism.
2	1	10	LEA works to ensure that 100% of teachers are HQ on high poverty campuses.
2	1	11	Provide smaller class sizes in primary grades.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services

personnel, parents, and other staff

Goal	Performance Objective	Strategy	Description
1	1	5	Effective integration of technology into the curriculum through project based learning and stations
2	1	3	Provide district professional employees with reimbursement stipends for taking Masters' Degree courses in their area of teaching and shortage areas.
2	1	6	Encourage and promote staff expertise through experiences such as: Mentoring, Faculty Presentations, Participation in Trainings and Conferences, Group Planning and Sharing.

5: Strategies to attract highly qualified teachers

Goal	Performance Objective	Strategy	Description
2	1	2	Provide "buy-back" of unused local personal leave days as incentive for attendance
2	1	3	Provide district professional employees with reimbursement stipends for taking Masters' Degree courses in their area of teaching and shortage areas.
2	1	4	Maintain effective and efficient GISD personnel policies.
2	1	5	Provide pay incentives in the form of stipends for new and returning teachers in acute shortage areas.
2	1	7	Participate in job fairs and consult with ESCs in securing highly qualified teachers.

6: Strategies to increase parental involvement

Goal	Performance Objective	Strategy	Description
5	1	1	Provide access to GISD Student Handbooks and Student/Parent/Teacher Compacts to all GISD students and parents.
5	2	1	Woodland teachers, principal and counselor communicate weekly with parents through face-to-face contacts, technology applications such as Class Dojo, Bloomz, and Seesaw and through letters, phone calls, e-mails and texts.
5	3	1	Increased participation in parent and community volunteer opportunities PTO, WATCHD.O.G.S., and Virginia's House Mentor Program.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Goal	Performance Objective	Strategy	Description
3	4	3	Create a campus model of Positive Behavior Support and Interventions to assist students in being able to self-regulate and be successful in school.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Goal	Performance Objective	Strategy	Description
1	1	2	Use Unit assessments and benchmarks to monitor student progress
1	1	3	Use various forms of intervention to meet student needs
1	1	4	Integrate support programs for special populations to ensure academic success.
2	1	9	Provide planning sessions for teachers that focus on instructional data, student management, intervention, and implementation of new curriculum.
5	3	1	Increased participation in parent and community volunteer opportunities PTO, WATCHD.O.G.S., and Virginia's House Mentor Program.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Goal	Performance Objective	Strategy	Description
1	1	1	Continued implementation to ensure district curriculum is aligned with TEKS and state assessments
1	1	2	Use Unit assessments and benchmarks to monitor student progress
1	1	3	Use various forms of intervention to meet student needs
1	1	4	Integrate support programs for special populations to ensure academic success.
2	1	11	Provide smaller class sizes in primary grades.
3	4	1	Conduct learning opportunities for staff/parents that include topics such as Conflict resolution, Bully, Drug, Tobacco, and Alcohol Prevention, Tattling, Self-Discipline, Self-Regulation, Anger Management
3	4	3	Create a campus model of Positive Behavior Support and Interventions to assist students in being able to self-regulate and be successful in school.

Goal	Performance Objective	Strategy	Description
4	1	1	Teachers will participate in vertical and horizontal curriculum planning and alignment to assure fidelity to instruction across grade levels.
4	1	2	Accelerated instruction will be provided to at-risk students through daily intervention.

10: Coordination and integration of federal, state and local services and programs

Goal	Performance Objective	Strategy	Description
1	1	2	Use Unit assessments and benchmarks to monitor student progress
1	1	3	Use various forms of intervention to meet student needs
1	1	4	Integrate support programs for special populations to ensure academic success.
3	1	1	Utilize School Resource Office to maintain a safe and effective learning environment.
3	3	1	Review and revise Campus Emergency Operations Plan to communicate changes, conduct practice drills, train staff for crisis management.
3	4	1	Conduct learning opportunities for staff/parents that include topics such as Conflict resolution, Bully, Drug, Tobacco, and Alcohol Prevention, Tattling, Self-Discipline, Self-Regulation, Anger Management
3	4	2	Provide a bullying prevention and reporting plan as outlined in board policy FFI (Local)
6	1	1	Participation in campus budget planning process by all campus groups.
6	1	2	Ensure GISD business office policies and procedures are in place to ensure effective and efficient handling of all GISD funds.
6	1	3	Campus Improvement Meetings focus on administrative, fiscal, facility oversight to ensure needs assessment and campus goals are met.

2016-2017 Campus Improvement Team

Committee Role	Name	Position
Administrator	Donna Gatlin	Principal
Business Representative	Sheila Rangel	Wal-Mart
Community Representative	Kathy Josefy	Student Advocate
District-level Professional	Gary Browning	Curriculum Director
Non-classroom Professional	Kelli Walker	Counselor
Parent	Erika Schmidt	Parent
Parent	Emma Valencia	Parent