

Grand Saline Independent School District

Grand Saline Intermediate School Plan of Action 2016-2017



Vision Statement

Changing the World One Student at a Time

Mission Statement

The Grand Saline Independent School District, in partnership with parents, community members and businesses, provides a safe, caring and motivational learning environment enabling all students to reach their educational, social and emotional potential. These factors empower graduates to become life-long learners, which in turn allow them to be globally competitive, successful, productive patriotic members of an ever-changing society.

The District Site-Based Decision-Making Committee collaboratively developed the District Plan of Action. The No Child Left Behind Act of 2001 National Performance Goals have been adopted by the district and are reflected in the District Plan of Action. The following funding sources support the objectives and strategies identified in the District Plan of Action: Title I, Part A; Title I, Part C; Title II, Part A; Title II, Part D; Title III; Title VI, Part B, Subpart II; Special Education; Head Start; Gifted & Talented; CATE; State Compensatory Education; Instructional Materials Allotment (IMA); and Local.

Board Approved on: _____

Intermediate Campus Site-Base Committee Members

- **Tina Core**, Non-Teaching Professional, Chairperson
- **Brandi Denmon**, Teaching Professional
- **Tammy Deuson**, Teaching Professional
- **Geneva Pyle**, Teaching Professional
- **Cindy Humphrey**, Teaching Professional
- **Amy Whitson**, Para-professional
- **Lance Mayhugh**, Community Representative (Lion's Club)
- **Danny Vaughan**, Business Representative (Brookshire's)
- **Nathalie Picard**, Parent Representative
- **Debby Morse**, DCSI

Comprehensive Needs Assessment

The following sources provided data for the comprehensive needs assessment. An in-depth review of data led to the development of the goals, objectives, and strategies included in the Campus Plan of Action.

- Longitudinal Accountability data
- Longitudinal academic performance data for non-Accountability student groups
- TELPAS, AYP, PBMAS, IStation, STAAR, MSTAR, and System Safeguards
- Program Evaluations
- Stakeholder Surveys
- Discipline Reports
- Formative Assessment Data
- Staffing Needs
- Professional/Paraprofessional Training Needs
- Norm-referenced Tests
- Promotion/Retention Rates
- Informal Evaluations

Findings: System Safeguards Identified for Improvement: State Target Rates = 60%, Federal Target Rates = 87%

1. State: Reading Econ Disadv 57%, ELL 45%
2. State: Math-Hispanic 55%, Econ Disadv 54%, ELL 35%
3. State: Writing – All Students 49%, White 51%, Econ Disadv 41%
4. State: Science – All Students 57%, White 59%, Econ Disadv 53%
3. Federal: Reading – All Students 64%, Hispanic 60%, White 67%, & Econ Disadv 57%, Sped 26%
4. Federal: Math – All Students 60%, Hispanic 55%, White 62%, Econ Disadv 54%, Sped 37%

GSI students have limited experiences to draw from, environmental schema, and are lacking in vocabulary development & fundamental skills in the areas of writing and mathematics. While these skills are being taught, the curriculum wasn't aligned and they are not being retained and transferred into student daily lives. GSI staff proposes to provide an aligned curriculum, experiences for the students to draw upon, to increase the environmental schema, and to develop their vocabulary thru use of field trips, introduce them to cultural differences, emphasize vocabulary in all core subjects, use visuals for student to make associations with, and to ask open-ended questions requiring students to expand their thoughts. Writing will become part of the daily routine with journaling in core classes. Students will engage in scientific conversations of how/why and participate hands-on learning & use problem solving skills regularly in Science classrooms.

Components of a Title I School-wide Program

- | | | |
|-----------------------------------|--|-----------------------------------|
| 1. Comprehensive Needs Assessment | 2. Reform Strategies | 3. Highly Qualified Teachers |
| 4. Professional Development | 5. Strategies to Attract Highly Qualified Teachers | 6. Parental Involvement |
| 7. Preschool Transition | 8. Teachers Involved in Assessment Decisions | 9. Timely Assistance for Students |
| 10. Coordination of Programs | | |

TEXAS EDUCATION AGENCY
2016 Accountability Summary
 GRAND SALINE INT (234904102) - GRAND SALINE ISD

Accountability Rating

Met Standard

Met Standards on	Did Not Meet Standards on
- Student Achievement	- NONE
- Student Progress	
- Closing Performance Gaps	
- Postsecondary Readiness	

In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.

Distinction Designation

Academic Achievement in ELA/Reading

NO DISTINCTION EARNED

Academic Achievement in Mathematics

NO DISTINCTION EARNED

Academic Achievement in Science

NO DISTINCTION EARNED

Academic Achievement in Social Studies

NOT ELIGIBLE

Top 25 Percent Student Progress

NO DISTINCTION EARNED

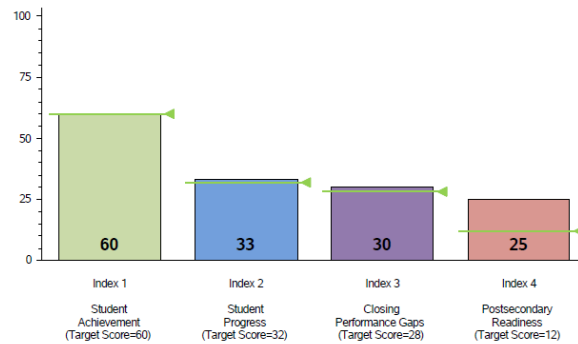
Top 25 Percent Closing Performance Gaps

NO DISTINCTION EARNED

Postsecondary Readiness

NO DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Elementary
Campus Size	224 Students
Grade Span	03 - 05
Percent Economically Disadvantaged	61.2
Percent English Language Learners	14.3
Mobility Rate	10.7

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	326	544	60
2 - Student Progress	327	1,000	33
3 - Closing Performance Gaps	362	1,200	30
4 - Postsecondary Readiness			
STAAR Score	25.0		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		25

System Safeguards

Number and Percentage of Indicators Met

Performance Rates	5 out of 16 = 31%
Participation Rates	10 out of 10 = 100%
Graduation Rates	N/A
Total	15 out of 26 = 58%

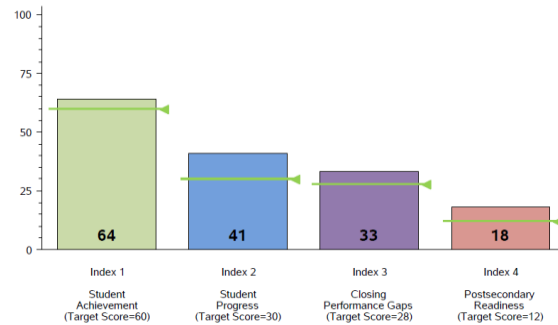
For further information about this report, please see the Performance Reporting Division website at <https://rptsvr1.tea.texas.gov/perfreport/account/2016/index.html>

TEXAS EDUCATION AGENCY
2015 Accountability Summary
 GRAND SALINE INT (234904102) - GRAND SALINE ISD

Accountability Rating
Met Standard

Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness 	- NONE
In 2015, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	191	297	64
2 - Student Progress	245	600	41
3 - Closing Performance Gaps	261	800	33
4 - Postsecondary Readiness			
STAAR Score	18.3		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		18

Distinction Designation

Academic Achievement in Reading/ELA	NO DISTINCTION EARNED
Academic Achievement in Mathematics	NOT ELIGIBLE
Academic Achievement in Science	NO DISTINCTION EARNED
Academic Achievement in Social Studies	NOT ELIGIBLE
Top 25 Percent Student Progress	NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps	NO DISTINCTION EARNED
Postsecondary Readiness	NO DISTINCTION EARNED

Campus Demographics

Campus Type	Elementary
Campus Size	229 Students
Grade Span	03 - 05
Percent Economically Disadvantaged	68.1
Percent English Language Learners	12.2
Mobility Rate	20.8

State System Safeguards

Number and Percent of Indicators Met	
Performance Rates	6 out of 11 = 55%
Participation Rates	5 out of 5 = 100%
Graduation Rates	N/A
Total	11 out of 16 = 69%

For further information about this report, please see the Performance Reporting Division website at <http://ritter.tea.state.tx.us/perfreport/account/2015/index.html>

TEXAS EDUCATION AGENCY
2014 Accountability Summary
 GRAND SALINE INT (234904102) - GRAND SALINE ISD

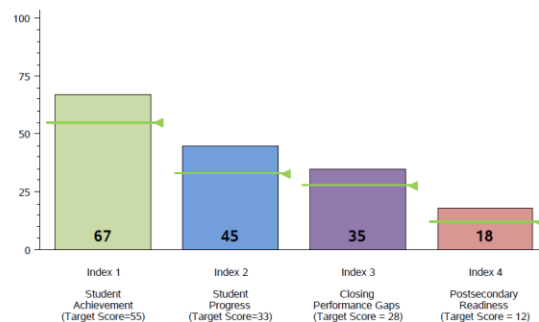
Accountability Rating
Met Standard

Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness 	- NONE

Distinction Designation

Academic Achievement in Reading/ELA	NO DISTINCTION EARNED
Academic Achievement in Mathematics	NO DISTINCTION EARNED
Academic Achievement in Science	NO DISTINCTION EARNED
Academic Achievement in Social Studies	NOT ELIGIBLE
Top 25 Percent Student Progress	NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps	NO DISTINCTION EARNED
Postsecondary Readiness	NO DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Elementary
Campus Size	230 Students
Grade Span	03 - 05
Percent Economically Disadvantaged	72.6%
Percent English Language Learners	12.2%
Mobility Rate	20.2%

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	381	570	67
2 - Student Progress	721	1,600	45
3 - Closing Performance Gaps	417	1,200	35
4 - Postsecondary Readiness			
STAAR Score	17.7		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Indicator Score	N/A		18

System Safeguards

Number and Percent of Indicators Met	
Performance Rates	16 out of 18 = 89%
Participation Rates	12 out of 12 = 100%
Graduation Rates	N/A
Total	28 out of 30 = 93%

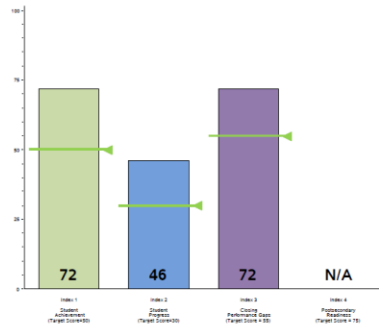
For further information about this report, please see the Performance Reporting Division web site at <http://ritter.tea.state.tx.us/perfreport/account/2014/index.html>

TEXAS EDUCATION AGENCY
2013 Accountability Summary
 GRAND SALINE INT (234904102) - GRAND SALINE ISD

Accountability Rating
Met Standard

Met Standards on	Did Not Meet Standards on
- Student Achievement - Student Progress - Closing Performance Gaps	- NONE

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	385	537	72
2 - Student Progress	365	800	46
3 - Closing Performance Gaps	432	600	72
4 - Postsecondary Readiness	N/A	N/A	N/A

Distinction Designation

Academic Achievement in Reading/ELA

Percent of Eligible Measures in Top Quartile
0 out of 4 = 0%

NO DISTINCTION EARNED

Academic Achievement in Mathematics

Percent of Eligible Measures in Top Quartile
0 out of 3 = 0%

NO DISTINCTION EARNED

Top 25 Percent Student Progress

NO DISTINCTION EARNED

Campus Demographics

Campus Type	Elementary
Campus Size	230 Students
Grade Span	03 - 05
Percent Economically Disadvantaged	72.6%
Percent English Language Learners	12.6%
Mobility Rate	17.3%

System Safeguards

Number and Percent of Indicators Met	
Performance Rates	14 out of 14 = 100%
Participation Rates	10 out of 10 = 100%
Graduation Rates	N/A
Total	24 out of 24 = 100%

For further information about this report, please see the Performance Reporting Division web site at <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

Academic Performance Chart STAAR DATA 2016 Grand Saline Intermediate

Reading/ELA		Grade 3	Grade 4	Grade 5
State Average		74	77	75
GS-All Students		69	62	74
African American		*	*	*
Hispanic		43	65	81
White		81	60	71
Economically Dis.		60	56	68
Level 3 Advanced		25	12	21

Science		Grade 5
State Average		75
GS-All Students		64
African American		*
Hispanic		63
White		64
Economically Dis.		56
Level 3 Advanced		3

Writing		Grade 4
State Average		69
GS- All Students		51
African American		*
Hispanic		46
White		55
Economically Dis.		45
Level 3 Advanced		6

Math		Grade 3	Grade 4	Grade 5
State Average		76	74	79
GS- All Students		67	47	77
African American		*	*	*
Hispanic		45	48	81
White		79	44	76
Economically Dis.		60	40	79
Level 3 Advanced		8	6	4

Goal: Grand Saline ISD will have high expectations for student achievement and student behavior thus enabling students to graduate with marketable academic skills and strong self-worth.

Objective 1: By 2017, all students will reach high standards, at a minimum attaining proficiency or better in Reading/ELA, Math, Writing, Science, and Social Studies as identified by the Academic Performance Chart.

Summative Assessment: Accomplishment of objective as measured by STAAR, STAAR A, and STAAR Alt results.

Title I School-wide Components: 2, 3, 6, 7, 8, 9, 10

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
Identify district/campus intervention strategies for RTI process. Utilize DMAC for computerized benchmarking in ELAR, Math, & Science. Utilize disaggregated data to identify tier groups of learning. Utilize State Assessment software for data disaggregation.	Asst Superintendent Principal Teachers Math & ELAR Consultants	Title II, Part D	October 2016 December 2016 February 2017 April 2017 May 2017	100% of students will increase his/her scores by 10%. 100% of teachers will have access to analyzed data.	
Include specific measurable achievement goals and targets for each of the groups of students identified in the disaggregated data consistent with adequate yearly progress and provide additional support for students not achieving expectations through intervention and tutorials in core content areas for grades 3-5.	Assistant Superintendent Principal Teachers	Local SCE	October 2016 December 2016 February 2017 April 2017 May 2017	100% of students will increase his/her scores by 10%.	
Incorporate scientifically based research strategies that strengthen the core academic program in schools served by GSISD <ul style="list-style-type: none"> ▪ Imagine Learning Software ▪ Reading Renaissance • Rite Flight • Small Group Setting • One-on-One Instruction • Stemscoptes • IStation • Think Through Math • Daily 5/Café • 6+1 Writing 	Assistant Superintendent Principal Teachers	Title I, Part A Title III IMA Local	October 2016 December 2016 February 2017 April 2017 May 2017	100% of students will increase his/her scores by 10%.	
Address the lack of student success in all subjects including writing by implementing the following: <ul style="list-style-type: none"> • Incorporating writing in all classes • Utilize 6+1 Trait Crate Kits for all ELAR teachers • Daily 5 in all ELAR classes 	Assistant Superintendent Principal Teachers	Title I, Part A Local	October 2016 December 2016 February 2017 April 2017 May 2017	100% of students will increase his/her scores by 10%. 100% of students will participate in campus-wide writing activities and aligned instruction.	
Increase student vocabulary and science knowledge thru the following: <ul style="list-style-type: none"> • Utilize Stemscoptes in the computer labs • Perform a minimum of 3 Hands-On Lab activities per six weeks. 	Assistant Superintendent Principal Teachers	Title I, Part A Local	October 2016 November 2016 December 2016 February 2017 April 2017 May 2017	100% of students will increase his/her scores by 10%. 100% of science teachers will provide hands-on science learning activities related to their grade level TEKS.	

Utilize SCE funds to support Title I School-wide Programs at campuses with minimum of 40% economically disadvantaged students.	Principal Assistant Superintendent	SCE	October 2016 December 2016 February 2017 April 2017 May 2017	100% of students will increase his/her scores by 10%.	Notes
Equip campuses with additional supplies and materials to enable teachers to more effectively integrate technology TEKS into the classroom allowing access of tablets, iPads, curriculum software and hardware such as projectors, whiteboards, document cameras, etc.	Assistant Superintendent Technology Staff	Title I, Part A Local	August 2015 May 2016	100% of students will have access to and use technology and ratio for tablets (5 devices for 22 students)	
Require GT 6 hour yearly update of all GT teachers in core content areas.	Assistant Superintendent Principal Region 7	Title I, Part A Local	August 2016 May 2017	100% of core content area teachers will complete GT training.	Are we still doing this?
Continue enrichment opportunities for GT students through pull out programs, classroom enhancement, UIL events, Imagination Fair, and/or after school projects.	Principal Teachers Region 7	Local	October 2016 May 2017	100% of eligible students will be identified and have opportunity to participate.	
Continue to provide activities enabling students to smoothly transition from the home to school, grade level to grade level, from campus to campus, and from school to work. <ul style="list-style-type: none"> • Meet Your Teacher • Spring Parent Night • End of the year visit to for 2nd Grade and 5th grade • Parent Communication Letters • Report Card Conferences • Testing Info Nights 	Assistant Superintendent Principal Teachers Paraprofessionals	Title I, Part A Local	August 2016 October 2016 February 2017 April 2017 May 2017	100% of students will have opportunity to participate.	
Include strategies to promote effective parental involvement in the school. <ul style="list-style-type: none"> ▪ PIE ▪ SBDM Committees ▪ Parent Conferences & Meetings ▪ PTO ▪ Parent Nights • Meet the Teacher Night • Awards assemblies • Report Card Nights • Campus-wide family projects (Facts-n-Fun) • Book Fairs • District and Campus web pages • Remind 101 Text Messaging • ESL Parent Training • HERO Volunteer Program 	Assistant Superintendent Principal Librarian paraprofessional	Title I, Part A Local	August 2016 September 2016 October 2016 January 2017 February 2017 April 2017 May 2017	100% of parents will have opportunity to participate.	

Continue to provide parents access to student grades via the internet.	Principal Technology Staff	Local	October 2016 December 2016 February 2017 April 2017 May 2017	100% of parents will have the opportunity to participate.	
Identify scientifically research based intervention strategies to reduce percentage of Special Education students in order to meet NCLB requirements. <ul style="list-style-type: none"> ▪ Imagine Learning Software ▪ 6+1 Writing, Daily Five & CAFE ▪ Reading Renaissance (IStation and STAR) ▪ Think Through Math • Rite Flight • Intervention • Small Group Setting • One-on-One Instruction 	Assistant Superintendent Principal Counselor Interventionists Teachers	Title III Local IMA	August 2016 October 2016 November 2016 December 2016 January 2017 May 2017	Overall campus SPED percentages will be less than 10%.	
Provide additional support for students not achieving expectations through general instruction, tutorials, intervention and extended year programs in Reading and Math for grades 3-5	Principal Teachers Interventionists	Local	August 2016 Through May 2017	100% of students will increase his/her scores by 10%.	
Provide dyslexia training for research based strategies meeting 5 components of dyslexia handbook. <ul style="list-style-type: none"> ▪ Scottish Rite Literacy ▪ Take Flight 	Assistant Superintendent Principal Dyslexia Teachers	Title I, Part A Local	August 2016 through May 2017	100% of students will increase his/her scores by 10%.	
Address the environmental schema and vocabulary needs of students by providing experiences through field trips (live and virtual), introducing them to cultural differences and putting a strong emphasis on vocabulary through literature.	Principal Teachers	Local	December 2016 May 2017	100% of students will participate	
Require student Writing Across the Curriculum in academic (ELAR, Math, Science/Social Studies) and non-academic areas.	Principal Teachers	Local	October 2016 December 2016 March 2017	100% of students will participate	
Utilize data analysis to determine math deficits of learning disabled students and address them through inclusion support.	Principal Teachers Interventionists Paraprofessionals	Local	October 2016 November 2016 January 2017 March 2017 June 2017	100% of identified students will participate	
Identify writing deficits and create a writing plan to increase student success	Principal Teachers	Local	October 2016 December 2016 February 2017 April 2017	100% of the students will participate	

Goal: Grand Saline ISD will have high expectations for student achievement and student behavior thus enabling students to graduate with marketable academic skills and strong self-worth.

Objective 2: By 2017, all Limited English Proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in Reading/ELA, Math, Writing, Science, and Social Studies as identified by the Academic Performance Chart.

Summative Assessment: Accomplishment of objective as measured by STAAR and TELPAS results.

Title I School-wide Components: 2, 3, 4, 5, 8, 9, 10

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
Participate in Title III SSA with Region VII ESC for services to ensure high academic standards for LEP students.	Assistant Superintendent	Title III	Monthly	100% of participants will provide documentation of attendance.	
Provide intervention strategies and instruction for all LEP students as needed. <ul style="list-style-type: none"> Imagine Learning Software Small Group Instruction ESL Support in Classroom ELPS Sheltered Instruction 	Assistant Superintendent Principal Teachers ESL Teacher Region 7 ESL/LEP Specialist	Title I, Part A Local	August 2016 through May 2017	100% of LEP students will participate as needed.	
Implement plan to train all academic content area teachers in LEP procedures.	Assistant Superintendent Principal Testing Coordinator Region 7 ESL/LEP Specialist	Title III Local	August 2016 through May 2017	100% of academic content area teachers will participate.	
Pay testing and certification fees for all teachers acquiring new ESL certification in effort to meet the needs of students in classroom setting versus pull-out program.	Assistant Superintendent Principal	Local	August 2016 January 2017 May 2017	100% of teachers will have opportunity to participate.	
Require ESL certified teachers to attend at least a 6 hr. update to assist with instructional strategies in working with ESL students	Assistant Superintendent Principal	Title I, Part A Local	August 2016 January 2017 May 2017	100% Participation of all ESL Certified Staff	
Include specific measurable achievement goals and targets for each of the groups of students identified in the disaggregated data consistent with accountability standards and provide additional support for students not achieving expectations <ul style="list-style-type: none"> Provide ELPS training for all instructional staff 	Assistant Superintendent Principal Testing Coordinator	Title III Local	August 2016 January 2017 May 2017	100% Participation of Certified Staff in ELPS training.	
Provide parents of LEP students support through learning opportunities and materials to assist them in learning English to better support student learning at home.	Assistant Superintendent Principal ESL Teacher	Title III Local	August 2016- May 2017	10% Participation of parents of LEP students	
Utilize Region 7 ESL/LEP Specialist to address professional development needs of staff, analyze student data, provide instructional support through classroom observations, grade level meetings and mentoring.	Assistant Superintendent Principal Region 7 ESL/LEP Specialist Teachers ESL Teacher		August 2016 through May 2017	100% participation of teachers	
Utilize bilingual paraprofessional to assist with parent communication.	Principal Teacher Paraprofessional	Local	August 2016 through May 2017	100% participation of parents	

Goal: Grand Saline ISD will have high expectations for student achievement and student behavior thus enabling students to graduate with marketable academic skills and strong self-worth.

Objective 3: By 2016-2017, all students will be taught by state certified teachers.

Summative Assessment: Accomplishment of objective as measured by STAAR results and Highly Qualified Teacher Surveys.

Title I School-wide Components: 3, 4, 5

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
Provide capacity building, on-going staff development opportunities for all faculty and staff through Region VII ESC contracts. <ul style="list-style-type: none"> ▪ Leadership Development Cooperative ▪ Math/Science Cooperative ▪ Professional Development Cooperative ▪ Title I Contracted Services ▪ Head Start Cooperative ▪ Special Education Services ▪ Migrant SSA • Title III SSA • Region 7 ESL/LEP Specialist • CAST Conference for Science Teachers 	SBDM Committee Assistant Superintendent Principal	Title I, Part A Title I, Part C Title II, Part A Title II, Part D Title III, SSA Local	Monthly	100% of participants will provide documentation of attendance.	
Provide capacity building, on-going staff development opportunities for all faculty and staff through the following consultants: <ul style="list-style-type: none"> • ELAR consultant • Math consultant 	Assistant Superintendent Principal	Title I, Part A Title I, Part C Title II, Part A Title II, Part D Title III, SSA Local	Monthly	100% of participants will provide documentation of attendance.	
Participate in Personnel Services Cooperative with Region VII ESC for access to database of certified applicants.	Superintendent Principal	Local	June 2015 July 2016 As Needed	100% of new hires will be highly qualified.	
Continue to provide above state-base salary scale and financial incentives to recruit and maintain state certified teachers.	Superintendent Assistant Superintendent	Local	Monthly	100% of teachers will be highly qualified.	
Provide capacity-building professional development opportunities beyond regional services through local training, seminars, and conferences. <ul style="list-style-type: none"> ▪ TEPSA ▪ ATPE 	SBDM Committee Assistant Superintendent Principal	Title I, Part A Title II, Part A Title II, Part D CATE Local	Monthly	100% of participants will provide documentation of attendance.	
Require all new substitute teachers to attend Substitute Teacher Training.	Assistant Superintendent Principal	Local	September 2016	100% of substitute teachers will participate.	
Provide district/campus new staff orientation and mentoring.	Assistant Superintendent Principal	Local	August 2016 through May 2017	100% of new teachers will participate.	

Goal: Grand Saline ISD will have high expectations for student achievement and student behavior thus enabling students to graduate with marketable academic skills and strong self-worth.

Objective 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

Summative Assessment: Accomplishment of objective as measured by the PEIMS 425 Record.

Title I School-wide Components: 3, 4, 10

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
Continue to utilize security system for external doors allowing approved access only (scanned badges)	Superintendent Principal Tech Dept	Local	Monthly	100% of external doors will be accessible through security system	
Continue classroom activities to support and enforce health and safety. <ul style="list-style-type: none"> • Voice • County Extension Curriculum • Fire Prevention Week • Catch curriculum – Health / P.E. • Red Ribbon Week • Character Education Focus Each Six Weeks – Responsibility, Respect, Generosity, Cooperation, Perseverance, and Honesty 	Principal Counselor Teachers	Title I, Part A Local	Monthly	100% of students will have opportunity to participate	
Continue to address the following in faculty meetings. <ul style="list-style-type: none"> • Discipline Management to Include Physical and Verbal Aggression, Sexual Harassment, and Bullying • CKH/Classroom Management & Relationships • Conflict Resolution • Student Code of Conduct • Suicide Prevention • Racial Sensitivity • Poverty 	Assistant Superintendent Principal Counselor	Title I, Part A Local	Monthly	100% of teachers will participate.	
Ensure each campus has trained Crisis Prevention Intervention team. <ul style="list-style-type: none"> • Tina Core • Lori Roberts • Sondra Hopper • Shannon Gardner • Cindy Jennings • Dawn Erwin • Justin Ketner 	Assistant Superintendent Principal	Special Education Local	August 2016 January 2017	100% of campuses will have trained team.	
Create a learning environment of high expectations for all students through strict enforcement of Code of Conduct and through shared pride in accomplishments and appearance. <ul style="list-style-type: none"> • School-wide Discipline Procedures • Positive Reinforcement and Recognition of students making good choices. <ul style="list-style-type: none"> ○ Indian Pride Motto ○ Positive Office Referrals ○ Indian Award/Awards Assemblies ○ Capturing Kids' Hearts Program ○ AR awards 	Principal Teachers	Local	August 2016 through May 2017	10% decrease in discipline referrals annually	
Utilize random dog searches for illegal substances.	Superintendent	Local	Monthly	100% of searches will result in no contraband found	

Assign a Campus Behavior Coordinator to ensure consistency in enforcing the student code of conduct and disciplinary measures	Superintendent Principal	Local	August 2016 through May 2017	100% of campuses will have an identified CBC.	
Implement a character education program to teach and reward good behavior. <ul style="list-style-type: none"> Character Education Classes Capturing Kids' Hearts Program Positive Office Referrals Voice County Extension program "Balancing Food and Play" 	Principal Counselor Teachers	Local	August 2015 June 2016 Monthly	10% decrease in discipline referrals each six weeks.	
Continue to require and provide CPR/First Aid training. <ul style="list-style-type: none"> Central Office Administrators & Principals Coaches 	Assistant Superintendent Principal Nurses	Local	August 2015 May 2016	100% of identified groups will participate.	
Utilize Emergency Operations Plan to ensure preparedness in all emergency situations in school community.	Superintendent Maintenance Director Emergency Operations Team	Local	Monthly	100% of staff will be informed of plan and respond appropriately in emergency situations.	
Conduct monthly practice drills for evacuation, fire drill, and lock-down procedures	Principal Teachers	Local	Monthly	100% of students and staff will participate in practice drills.	
Provide opportunities for students to participate in campus activities and demonstrate campus pride and character: <ul style="list-style-type: none"> Daily Announcements Flag Duty Indian Choir After school clubs UIL Indian Award 	Principal Teachers	Local	Daily/Monthly	100% of students will have opportunity to participate	
Implement programs to provide positive encouragement, role modeling, and support to designated students: <ul style="list-style-type: none"> Voice 	Principal Teachers	Local	Weekly/Monthly	100% of identified students will have the opportunity to participate	
Implement behavioral interventions to ensure all students have the opportunity to be successful in the mainstream classroom: <ul style="list-style-type: none"> Capturing Kids' Hearts (4 Q & Contracts) Positive Behavioral Intervention Strategies Sensory Room Social Skills Training Counseling 	Sped Director Principal Counselor Teachers	Local	Daily/Weekly	10% decrease in disciplinary referrals.	

Goal: Grand Saline ISD will have high expectations for student achievement and student behavior thus enabling students to graduate with marketable academic skills and strong self-worth.

Objective 5: All students will graduate from high school.

Summative Assessment: Accomplishment of objective as measured by the Annual Dropout Rate and Completion Rate.

Title I School-wide Components: 2, 3, 4, 6, 9, 10

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
Attendance Review Committee will meet regularly, contact parents regarding student absences.	Principal Teachers	Local	October 2016 Nov 2016 January 2017 March 2017 May 2017	96% attendance rate or higher each six weeks.	
Provide student incentives for perfect attendance, grades, meeting goals and other awards. <ul style="list-style-type: none"> • Positive Office Referrals • Business Coupons • Awards/Prizes • Field Trips • AR • Birthday recognition • Indian Award 	Principal Teachers	Local	Each 6 Weeks	96% or greater of students will be in attendance each six weeks.	
Provide student recognition for positive choices and improvements <ul style="list-style-type: none"> • Capturing Kids' Hearts & Affirmations • Positive Office Referrals 	Principal Teachers	Local	Daily/Weekly	100% of students will opportunity	
Contact parents regarding student tardies and provide suggestions for earlier arrival.	Principal Teachers	Local	Each 6 weeks	10% decrease in number student tardies each six weeks	
Provide staff with training opportunities on identifying, supporting, and monitoring student groups. <ul style="list-style-type: none"> • Dyslexia and Related Disorders • Limited English Proficient • Special Education • Gifted and Talented • At-Risk • Economically Disadvantaged • RTI 	Assistant Superintendent Principal Behavior Specialist	Local	August 2016 through May 2017	100% of teachers will participate. 100% of eligible students will be identified and have opportunity to participate.	
Participate in Migrant SSA with Region VII ESC. <ul style="list-style-type: none"> • Annual Training for Identification and Recruitment of Migrant Students 	Assistant Superintendent	Title I, Part C	August 2016	100% of migrant students will be identified and served.	



Changing the World One Student at a Time