

**Grand Saline Independent School District
Middle School Campus Plan of Action
2017-2018**



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 campus site-based decision-making committee collaboratively developed the Campus Plan of Action. In 2015, the President signed the Every Student Succeeds Act, a reauthorization of the ESEA of 1965. ESSA replaces its predecessor, the No Child Left Behind Act (2001). The 2001 National Performance Goals have been adopted by the district and are reflected in the Campus Plan of Action. The following funding sources support the objectives and strategies identified in the Campus Plan of Action: Title I, Part A; Title I, Part C; Title II, Part A; Title III; Title V; Special Education; Gifted & Talented; State Compensatory Education; Instructional Materials Allotment (IMA) and Local.

Board Approved: _____

Campus Site-Based Decision-Making Committee Members

- **Richard Petty**, Principal
- **John Abbott**, Non-Teaching Professional
- **Vickie Pedersen**, Middle School Teacher
- **Michael Young**, Middle School Teacher
- **John Nash**, Middle School Teacher
- **Lysa Parks**, Middle School Teacher
- **Beth Reid**, Middle School Teacher
- **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 goal, objectives, and strategies included in the District Plan of Action.

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

Findings

2017 Data below is based on State Accountability and PBMAS results:

Performance Based Monitoring Indicators Identified for Improvement:

1. ESL; STAAR 3-8 Passing Rate for Math and Reading
2. Title I, A; STAAR Passing Rate for Math and Writing
3. SPED; STAAR Passing Rate for Math, Reading and Writing
 - a. SPED Regular Class > 80% Rate (Ages 6-21)
 - b. SPED Regular Class ≤ 40% Rate (Ages 6-21)

System Safeguards Identified for Improvement:

1. Math for Econ Dis. At 58%
2. Writing for Econ. Dis. At 59%
3. Social Studies for Econ Dis. At 42%

▪ Strategies for Improvement

- Continue to implement RTI process as a means of intervention for struggling students.
- Continue Scottish Rite program for dyslexic students.

- Implement the use of DMAC for benchmarking and data collection.
- Continue Progress Monitoring where we benchmark every 6 weeks. Math is going to benchmark every 3 weeks. Record data on our faculty data wall, analyze results and adjust instruction. And provide tutorials for struggling students every morning, during the advisement period, FLEX Friday, and after school.
- Continue to focus on building and maintaining positive relationships with students by implementing Capturing Kids Hearts.
- Use of AVID Strategies (W.I.C.O.R), Focus on higher level thinking activities and questioning while planning lessons.
- Continue TEKS Resource System implementation and curriculum planning days emphasizing the four core content areas.
- Both Rtl and Honors Classes ELAR classes in 6, 7, and 8th Grades.
- Continue accelerated instruction classes and FLEX for 6th, 7th, and 8th grade reading/math STAAR failures.
- Improve student performance for LEP students with emphasis on SIOP Strategies.
- School wide assessment of the appropriateness of the curriculum, and teaching strategies.
- Math and ELAR consultants will work with our teachers throughout the year to improve instruction.
- Data driven instruction/research based instructional practices that promote critical thinking and problem solving.
- Use quality data to guide decision making, such as demographic analysis of the targeted student population, including: student demographics, economically disadvantaged, LEP, At-Risk, and SPED.
- Create a culture of on-going communication of Data for teachers and students through faculty data wall and student recording their data on the Assessment Performance sheets to be included in student leadership portfolios.
- Focus on student leadership with required leadership notebooks and student led conference(s).
- Intense focus on reading and reading comprehension through 40 Book Challenge, AR, and required reading upon arrival to school in the gym.
- Consistently re-examine the tools utilized to gather and analyze student data, the quality of teacher training, and processes to effectively implement data-driven decisions to target and design instruction.
- Assess the quality, quantity, and appropriateness of instructional materials and availability of technology-based instructional materials.
- Continue development of PTO along with other parental involvement strategies & report on the effectiveness of those strategies.
- Ensure effective communication and focus on school climate.
- Continue to meet the “State Certified” standards for teachers.
- Assess the extent and quality of the mentoring program provided for new teachers on the campus as well as for experienced teachers on the campus who have less than two years experience in the subject or grade level to which the teacher is assigned.
- Use the district’s teacher evaluation system (T-TESS) to accurately identify teacher’s instructional skill level, determine needed professional development, and when necessary, create appropriate plans for teachers in need of assistance.

Components of a Schoolwide Program

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

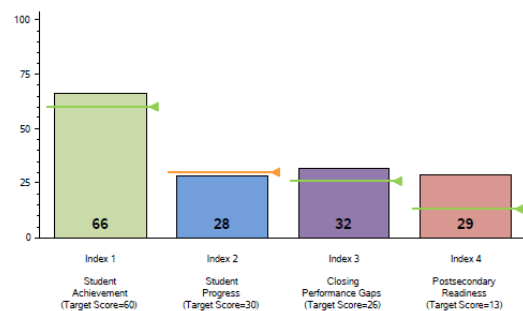
TEXAS EDUCATION AGENCY
2017 Accountability Summary
 GRAND SALINE MIDDLE (234904041) - GRAND SALINE ISD

Accountability Rating
Met Standard

Met Standards on	Did Not Meet Standards on
- Student Achievement - Closing Performance Gaps - Postsecondary Readiness	- Student Progress

In 2017, 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	397	600	66
2 - Student Progress	282	1,000	28
3 - Closing Performance Gaps	447	1,400	32
4 - Postsecondary Readiness			
STAAR Score	29.0		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		29

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	DISTINCTION EARNED
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	Middle School
Campus Size	216 Students
Grade Span	06 - 08
Percent Economically Disadvantaged	60.2
Percent English Language Learners	5.1
Mobility Rate	11.7
Percent Served by Special Education	12.0
Percent Enrolled in an Early College High School Program	0.0

System Safeguards

Number and Percentage of Indicators Met	
Performance Rates	13 out of 17 = 76%
Participation Rates	10 out of 10 = 100%
Graduation Rates	N/A
Total	23 out of 27 = 85%

For further information about this report, please see the Performance Reporting website at <https://rptsrv1.tea.texas.gov/perfreport/account/2017/index.html>

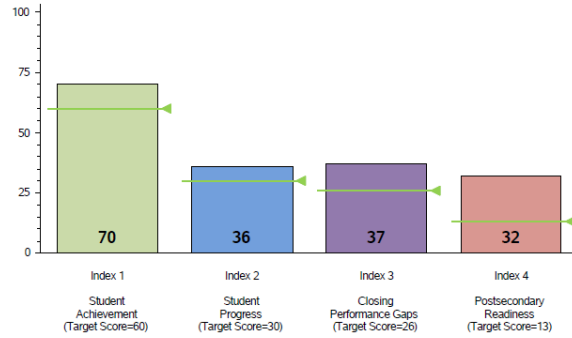
TEXAS EDUCATION AGENCY
2016 Accountability Summary
 GRAND SALINE MIDDLE (234904041) - GRAND SALINE ISD

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.

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	449	640	70
2 - Student Progress	361	1,000	36
3 - Closing Performance Gaps	524	1,400	37
4 - Postsecondary Readiness			
STAAR Score	32.0		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		32

Distinction Designation



Academic Achievement in ELA/Reading	NO DISTINCTION EARNED
Academic Achievement in Mathematics	NO DISTINCTION EARNED
Academic Achievement in Science	DISTINCTION EARNED
Academic Achievement in Social Studies	DISTINCTION EARNED
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	Middle School
Campus Size	227 Students
Grade Span	06 - 08
Percent Economically Disadvantaged	63.4
Percent English Language Learners	7.5
Mobility Rate	12.2

System Safeguards

Number and Percentage of Indicators Met	
Performance Rates	14 out of 17 = 82%
Participation Rates	8 out of 8 = 100%
Graduation Rates	N/A
Total	22 out of 25 = 88%

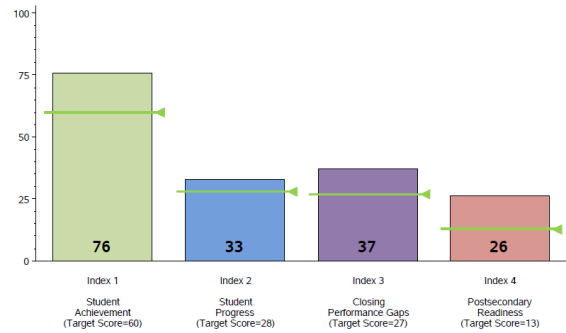
For further information about this report, please see the Performance Reporting Division website at <https://rptsvr1.tea.texas.gov/perfreport/account/2016/index.html>

TEXAS EDUCATION AGENCY
2015 Accountability Summary
 GRAND SALINE MIDDLE (234904041) - 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 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	313	411	76
2 - Student Progress	198	600	33
3 - Closing Performance Gaps	372	1,000	37
4 - Postsecondary Readiness			
STAAR Score	26.0		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		26

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	NO DISTINCTION EARNED
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	Middle School
Campus Size	239 Students
Grade Span	06 - 08
Percent Economically Disadvantaged	67.4
Percent English Language Learners	6.7
Mobility Rate	15.4

State System Safeguards

Number and Percent of Indicators Met	
Performance Rates	11 out of 14 = 79%
Participation Rates	5 out of 5 = 100%
Graduation Rates	N/A
Total	16 out of 19 = 84%

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>

**Academic Performance Chart
STAAR DATA 2017
Grand Saline Middle School**

Reading/ELA	Grade 6	Grade 7	Grade 8
State Average	67	72	76
GS-All Students	58	65	82
African American	*	*	*
Hispanic	60	63	80
White	59	68	84
Economically Dis.	55	62	71

Writing	Grade 7
State Average	68
GS- All Students	67
African American	*
Hispanic	58
White	70
Economically Dis.	60

Math	Grade 6	Grade 7	Grade 8
State Average	75	68	75
GS- All Students	56	55	78
African American	*	*	*
Hispanic	60	42	72
White	57	64	76
Economically Dis.	50	47	71

Social Studies	Grade 8
State Average	62
GS- All Students	58
African American	*
Hispanic	40
White	66
Economically Dis.	45

Science	Grade 8
State Average	74
GS-All Students	72
African American	*
Hispanic	50
White	80
Economically Dis.	61

August 7,2017 Includes re-testers if available

Goal 1: GSISD will promote the academic and social success of enrolled students from PK through 12th Grade for on-time graduation and will provide an exemplary instructional program for all students that is rigorous, engaging, and fully aligned that accommodates the learning needs of at-risk students & special populations to provide the opportunity to graduate college and be career ready.

- **Objective 1:** By 2018, all students will reach high standards, at a minimum attaining passing standard or better as identified on state assessments.
- **Objective 2:** GSISD will continue to create an aligned instructional program designed to increase student performance by all student groups in all subjects increasing the number of graduates who are college and career ready.
- **Objective 3:** Include 21st century learning skills using technology instruction to engage all learners to promote student proficiency in advanced technology.

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

Title I Schoolwide Components: 1, 2, 3, 4, 6, 7, 8, 9, 10

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
Utilize blended learning to more effectively integrate technology into the classroom.	Principal Teachers	Local	December 2017 May 2018	100% of teachers will have access to library materials and technology support.	
Encourage 30-hour initial GT training and 6 hour yearly update of all teachers in core content areas. ALL teachers of advanced GT are required to do the 6hr update annually.	Assistant Superintendent Principal	Local	August 2017 January 2018 May 2018	100% of GT teachers will complete GT training.	
Continue enrichment opportunities for GT students. <ul style="list-style-type: none"> ▪ Honors Classes ▪ UIL ▪ Model UN ▪ Robotics 	Assistant Superintendent Principal Teachers	Local	November 2017 December 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, from campus to campus. <ul style="list-style-type: none"> ▪ Parent Night/Report Card Night ▪ 6th Grade Orientation ▪ 8th Grade High School Information & Orientation 	Principal Counselor Teachers	Local	August 2017 April 2017	100% of students will have opportunity to participate.	
Provide parents access to student grades via the internet.	Assistant Superintendent	Local	Daily	100% of parents will have the opportunity to participate.	
Create an environment of increased accountability for all staff. <ul style="list-style-type: none"> ▪ Lesson plans reflecting implementation of aligned curriculum posted daily on classroom doors ▪ Teachers will update lessons weekly on campus share drive ▪ Administrator Walk-Through Visits ▪ Regularly Scheduled Faculty Meetings With Required Attendance ▪ Grade Level meetings weekly ▪ Team (department) meetings monthly ▪ Use and update of faculty data wall for benchmarks 	Assistant Superintendent Principal Teachers	Title I, Part A Local	Daily Weekly Monthly	100% of faculty will participate.	
Reduce Special Education student to teacher ratio Close the achievement gap in Special Education reading and math classes. Provide time for tracking and counseling of Special Education students by Special Education teaching and counseling staff.	Assistant Superintendent Principal RtI Math/Reading Coordinators	Special Education Local	Daily	Improve Index 2	

Response to Intervention Team					
Continue to provide Pregnancy Related Services.	Principal Assistant Superintendent	Local	December 2017 May 2018	100% of eligible students stay enrolled in school and earn credits toward graduation.	
Provide student incentives for perfect attendance.	Principal	Local	Each Six Weeks	96% or greater of students will be in attendance each six weeks.	
Contact parents regarding student absences and file truancy complaints with the Truancy Court.	Principal Truancy Facilitator	Local	Weekly	96% attendance rate or higher each six weeks.	
Provide staff with training 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 ▪ Career Day 	Principal Assistant Superintendent Region 7 Specialists	Local	August 2017 January 2018	100% of teachers will participate. 100% of eligible students will be identified and have opportunity to participate.	
Continue to provide students and parents career education to develop the knowledge, skills, and competencies necessary for a broad range of career opportunities. <ul style="list-style-type: none"> ▪ Higher Education Admissions and Financial Aid Resources and Opportunities ▪ TEXAS Grant Program ▪ Teach for Texas Grant Program ▪ Develop a G-Force Program ▪ Student Led Program in Career and College Investigation ▪ State Based Go-Get-It 	Principal Assistant Superintendent	Local	December 2017 May 2018	100% of students will have access to information.	
Provide students with college preparatory skills <ul style="list-style-type: none"> ▪ C-Notes ▪ Leadership Notebooks/data tracking ▪ Student Led Conferences 	Principal Core Teachers Counselor	Local	Weekly March 8-10, 2018	100% of students will participate	
Participate in Title III Contracted 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 instruction for all LEP students as needed. <ul style="list-style-type: none"> ▪ Imagine Learning Software 	Assistant Superintendent Principal ESL Teacher	Local Title III IMA	August 2017 January 2018	100% of LEP students will participate as needed.	
Train all academic content area teachers in ELPS and SIOP.	Assistant Superintendent Principal Region VII ESL/LEP Specialist	Title III Local	October 2017	100% of academic content area teachers will participate.	
TELPAS Training	Principal Region 7 Specialist ESL Teachers ELAR Teachers	Title III	December 2017		
Implement Writing Across the curriculum <ul style="list-style-type: none"> ▪ C-Notes/summaries 	Core Teachers	Local	Weekly	100% of teachers will have the opportunity to participate.	

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 ▪ ELA/Reading Consultant ▪ Professional Development Cooperative ▪ Special Education Services ▪ Title III Contracted ▪ GT Cooperative 	SBDM Committee Assistant Superintendent Principal	Local	Monthly	100% of participants will provide documentation of attendance.	
Continue to provide alternative instructional settings with structured environments and credit recovery. <ul style="list-style-type: none"> ▪ Van Zandt County Youth Multi-Service Center ▪ Rains County ISD DAEP ▪ Odysseyware ▪ A Plus 	Superintendent Principal	SCE Local	Monthly	100% of students assigned to alternative instructional settings will fulfill all program requirements prior to returning	

Goal 2: GSISD will increase state and federal assessment passing rate in Reading and Math to meet STAAR Progress Measures and performance levels for all students for 2017-2018 by providing effective instructional strategies and interventions.

- **Objective 1:** GSISD will provide professional development for leadership and staff that will develop appropriate knowledge and skills and result in ownership of student success and learning.
- **Objective 2:** Students will receive successful classroom strategies and RtI interventions which will lead to increased performance on state assessment, decrease dropout rate, and increase the number of students performing at target goals.

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

Title I Schoolwide Components: 1, 2, 3, 4, 8, 9, 10

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
Utilize DMAC TAG and TEKScore in Reading/ELA and Math for computerized benchmarking. Utilize disaggregated data to target students not reaching expectations and adjust instruction.	Assistant Superintendent Principal DCSI Lead Teachers	Local	Math and Every Six weeks in all core classes.	100% of students will master a minimum of 70% of tested objectives.	Adjust instruction and spiral objectives.
Provide additional support for students not achieving expectations through before-school, after-school program, and extended year programs in core content areas for Reading & Math <ul style="list-style-type: none"> ▪ Before-School Tutorials ▪ After-School Tutorials ▪ Extended Year Tutorial Program ▪ FLEX Daily Advisory Classes ▪ 40 Book Challenge 	Principal Teachers	Local Title I	Starting 2nd week of school.	100% of students will master a minimum of 70% of tested objectives.	
Utilize State Assessment software for STAAR data disaggregation. Utilize disaggregated data to target students not reaching expectations.	Principal Teachers	Local	June 2017 December 2017 March 2018 April 2018 May 2018	100% of teachers will have access to analyzed STAAR data when scores become available to district.	
Continue research-based instructional intervention programs. <ul style="list-style-type: none"> ▪ STAAR Math Computer Software ▪ Brain POP Software ▪ Buckle Down ▪ Compass Learning ▪ Renaissance ▪ DMAC TAG/TEKSscore ▪ MSTAR 	Principal Teachers	Local	Daily	100% of students will master a minimum of 70% of tested objectives.	
Provide STAAR remediation courses in Reading/ELA and Math for at-risk students. <ul style="list-style-type: none"> ▪ Advisement Period Tutorials ▪ Accelerated Math & Reading ▪ Before or After School Tutorials 	Principal Assistant Superintendent Teachers	Local	Weekly	100% of participating students will master a minimum of 70% of tested objectives.	
Utilize substitutes one day each six weeks to allow teachers time to plan, meet with vertical teams, and plan common assessments.	Assistant Superintendent Principals Teachers	Title V	Each Six Weeks	Student growth on state assessment will improve by 2% per year in Reading and Math.	

Goal 3: GSISD will promote Community Engagement and Parental Involvement to increase partnerships in the education process to improve student achievement.

- **Objective 1:** GSISD will promote and encourage all stakeholders to attend district and campus meetings to build trust and confidence through communication and transparency at all levels of participation.

Summative Assessment: Accomplishment of objective as measured by STAAR and results and State Certified Teacher Surveys.

Title I Schoolwide Components: 4, 6, 9

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
Continue to provide opportunities for parents to be partners in education. <ul style="list-style-type: none"> ▪ SBDM Committees ▪ Parent Conferences ▪ Parent Meetings ▪ Parent volunteers and PTO Membership ▪ Remind 101 ▪ Grade Level Newsletters ▪ Student Led Conferences ▪ Grades Online 	Assistant Superintendent Principal Core Teachers	Title I, Part A Local	Monthly	100% of parents will have opportunity to participate.	
Survey to assess the needs and interests of parents related to academics and health.	Assistant Superintendent Principal	Local	April 2018	100% of parents will have opportunity to participate.	
Utilize technology tools to communicate with parents. <ul style="list-style-type: none"> ▪ Remind 101 ▪ Tomahawk News 	Principal Teachers	Local	Monthly	Increase knowledge of involvement activities.	

Goal 4: GSISD will recruit, support, and retain teachers and principals who are dedicated to providing a quality education to our students and their families.

- **Objective 1:** Provide staff on-going targeted professional development for continued growth.
- **Objective 2:** All students will be taught by state certified teachers.

Summative Assessment: Accomplishment of objective as measured by TAPR, surveys, and local staffing data.

Title I Schoolwide Components: 3, 4, 5, 10

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
Participate in Personnel Services Cooperative with Region VII ESC for access to database of certified applicants.	Superintendent Principal	Local	August 2017 May 2018 June 2017 July 2017 As Needed	100% of new hires will be State Certified.	
Continue to provide above state-base salary scale and financial incentives to recruit and maintain State Certified teachers.	Superintendent Assistant Superintendent Principal	Local	Yearly	100% of teachers will be State Certified.	
Provide capacity-building professional development opportunities beyond regional services through local training, seminars, and conferences. <ul style="list-style-type: none"> ▪ TASA ▪ TASB ▪ TMSA – Educational Workshop ▪ SEEC- Space Exploration Education Continued 	SBDM Committee Assistant Superintendent Principal	Local	Monthly	100% of participants will provide documentation of attendance.	
Require all new substitute teachers to attend Substitute Teacher Training.	Assistant Superintendent	Local	August 2017 January 2018	100% of substitute teacher s will participate.	
Provide one-day new teacher orientation and mentoring.	Assistant Superintendent Principal	Local	August 2017	100% of new teachers will participate.	

Goal 5: At GSISD all students will be educated in learning environments that are safe and secure.					
<ul style="list-style-type: none"> Objective 1: All learning environments will promote student success and will be drug free and conducive to learning. Objective 2: Campuses will provide speakers to encourage student safety and the importance of making healthy choices. 					
Summative Assessment: Accomplishment of objective as measured by the Annual Dropout Rate, Completion Rate, PEIMS 425 Report, and surveys.					
Title I Schoolwide Components: 1,2, 5, 6, 9, 10					
Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
Provide security cameras in campus hallways. <ul style="list-style-type: none"> Middle School 	Superintendent Principal	Local	Yearly	Decrease in discipline referrals each six weeks.	
Continue classroom activities to support and enforce health and safety. <ul style="list-style-type: none"> Health & safety instruction offered in P.E. classes Red Ribbon Week 	SHAC Principal Nurse	Local	Monthly	100% student participation	
Continue to address the following in faculty meetings/Staff Development <ul style="list-style-type: none"> Discipline Management to Include Physical and Verbal Aggression, Sexual Harassment, and Bullying Classroom Management Conflict Resolution Student Code of Conduct Suicide Prevention PBIS 	Principal Assistant Superintendent	Local	Monthly	100% of teachers will participate.	
Continue to require and provide CPR/First Aid training. <ul style="list-style-type: none"> Principal Campus Secretary Coaches, Band Director, & Cheerleading Sponsor Bus Drivers 	Assistant Superintendent Nurse	Local	August 2017 May 2018	100% of identified groups will participate.	
Ensure each campus has trained Crisis Prevention Intervention team. <ul style="list-style-type: none"> Special Education Teachers X1 General Ed. Teacher per/grade level 	Principal Assistant Superintendent SpEd Director	Special Education Local	August 2017 January 2018	100% of campuses will have trained team.	
Add emergency lights in classes without windows	Superintendent Principal	Local	August 2017		
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"> Conduct awareness and responsibility instruction for all students. Emphasis will be placed on respect for others and their property, the value of a dress code in maintaining focus on academic preparation, and the teacher's right to teach and the student's right to learn without disruption. Monthly highlight Core Beliefs "We Do" Statements Grade Level Meetings 	Principal Teachers	Local	Daily Monthly Semester	Implementation of Campus Discipline Management Plan to decrease student discipline referrals each six weeks.	
Utilize random dog searches for illegal substances	Superintendent	Local	Monthly		
Implement a character education program to teach and reward good behavior. <ul style="list-style-type: none"> Character Counts Program Develop a student leadership program. STUCO GSMS "We Do" Statements Student of the Month Students taking leadership roles 	Principal	Local	Monthly	Decrease in discipline referrals each six weeks.	



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