

Grand Saline Independent School District
Middle School Campus Plan of Action
2018-2019



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 allows 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. The No Child Left Behind Act of 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 II, Part D; Title III; Part B, Subpart II; Special Education; Gifted & Talented; Tobacco Compliance Grant; State Compensatory Education; Instructional Materials Allotment (IMA) and Local.

Board Approved: _____

Campus Site-Based Decision-Making Committee Members

- Leland Hand, Non-Teaching Professional, Chairperson
- Mandy Mize, Non-Teaching Professional
- John Abbott, Non-Teaching Professional
- Debra Bennett, Non-Teaching Professional
- Caroline LaPrade, Middle School Teacher
- Alex Paredes, Middle School Teacher
- John Nash, Middle School Teacher
- Karley Telfer, Middle School Teacher
- Mandi Mercer, Parent Representative
- Roland Navarro, Parent Representative
- Michelle Countryman, Business 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 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, 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: 2018 Closing the Gaps Status Table

1. Academic Achievement: Reading –All Students 42%, White 43%, Continuously Enrolled 39%
2. Academic Achievement: Math-All Students 27%, Hispanic 31%, White 24%, Economically Disadvantaged 27%, Continuously Enrolled 27%, Non-Continuously Enrolled 27%
3. Growth: Reading – All Students 64%, White 63%, Econ Disadvantaged 63%, Continuously Enrolled 62%
4. Growth: Math – All Students 67%, White 63%, Continuously Enrolled 67%, Non-Continuously Enrolled 68%
5. STAAR component-All Students 38%, Hispanic 40%, White 38%, Econ Disadvantaged 36%
Special Education Former 40%, Continuously Enrolled 37%, Non-Continuously Enrolled 42%

Components of a School wide 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 | | |

Grades Served: 6 - 8
400 STADIUM DR
GRAND SALINE, TX, 75140

221 Students Enrolled
GRAND SALINE ISD

HOW WELL IS THIS SCHOOL PERFORMING OVERALL?

MET STANDARD

70 out of 100

UNDERSTANDING OVERALL PERFORMANCE



This report card is designed to tell us how well we are helping students reach grade level and how well we are preparing them for success after high school. Much like the grades we give students, we can use these grades to identify ways to help schools improve over time. The overall grade is based on performance in three different areas, or domains, which are noted below.



STUDENT ACHIEVEMENT

MET STANDARD

70 out of 100

The Student Achievement domain tells us how much students know and are able to do at the end of the school year.



SCHOOL PROGRESS

MET STANDARD

70 out of 100

The School Progress domain shows us how students are performing over time and compares that progress to similar schools.



CLOSING THE GAPS

MET STANDARD

69 out of 100

The Closing the Gaps domain tells us how well different populations of students on a campus are performing.

DISTINCTIONS

- ✗ Academic Achievement in Mathematics
- ✗ Academic Achievement in Science
- ✗ Academic Achievement in English Language Arts/Reading
- ✗ Top 25 Percent: Comparative Academic Growth
- ✗ Postsecondary Readiness
- ✗ Top 25 Percent: Comparative Closing the Gaps
- ✔ Academic Achievement in Social Studies



STUDENT ACHIEVEMENT

For elementary and middle schools, the Student Achievement score is based on STAAR performance only.



SCHOOL PROGRESS

	SCORE	
Academic Growth	69	The higher of Growth or Performance is used.
Relative Performance	70	
Total	70	



CLOSING THE GAPS

	SCORE	% OF GRADE
Grade Level Performance	25	33.3%
Academic Growth/Graduation Rate	33	55.6%
Student Achievement	0	11.1%
Total	69	100%

**Academic Performance Chart
STAAR DATA 2018
Grand Saline Middle School**

Reading/ELA	Grade 6	Grade 7	Grade 8
State Average	66	72	(76)
GS-All Students	48	70	96
African American	*	*	*
Hispanic	45	61	96
White	46	61	90
Economically Dis.	43	57	90

Writing	Grade 7
State Average	67
GS- All Students	54
African American	*
Hispanic	61
White	53
Economically Dis.	53

Math	Grade 6	Grade 7	Grade 8
State Average	76	71	(78)
GS- All Students	62	60	77
African American	*	*	*
Hispanic	64	61	95
White	59	61	69
Economically Dis.	57	59	76

Social Studies	Grade 8
State Average	64
GS- All Students	73
African American	*
Hispanic	75
White	73
Economically Dis.	69

Science	Grade 8
State Average	74
GS-All Students	62
African American	*
Hispanic	58
White	65
Economically Dis.	55

June 18, 2018

Includes re-testers if available

2018-2019 Comprehensive Needs Assessment and Improvement Plan Grand Saline Middle School

Data Analysis Summary

Findings: Refer to 2018 State Accountability and Additional Targets

- The district received a **Rating of B, scaled score of 88** in State Accountability.
- All campuses received a **Rating of Met Standard** in State Accountability.
- Additional Targets: Intermediate, Middle School, and High School received additional targets for 2018..

Closing the Gaps: Additional Targets

Middle School

Academic Achievement in ELA/Reading – Not Met in All Std., White, Continuously Enrolled

Academic Achievement in Math - Not Met in All Std., Hispanic, White, Econ Dis., Continuously Enrolled, Non-Continuously Enrolled

Growth Status in ELA/Reading – Not Met in All Std., White, Econ Dis., Continuously Enrolled

Growth Status in Math – Not Met in All Std., White, Continuously Enrolled, Non-Continuously Enrolled

Student Success Status - Not Met in All Std., Hispanic, White, Econ Dis., SPED Current, SPED Former, EL Current/Monitored, Continuously Enrolled

Performance Based Monitoring Analysis System: The areas below were significantly below the required performance levels.

ESL STAAR 3-8 Passing Rate Science, Writing

SPED STAAR 3-8 Passing Rate Science, Writing

SPED Regular Class ≤ 40% Rate (Ages 6-12)

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 2019, 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 results.

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

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
Utilize blended learning to more effectively integrate technology into the classroom. <ul style="list-style-type: none"> • Implement a 1 to 1 Chromebook initiative beginning with 8th grade • iPads • Google Classroom 	Principal /AP Technology Teachers	Local	December 2018 May 2019	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 2018 January 2019 May 2019	100% of GT teachers will complete GT training.	
Continue enrichment opportunities for GT students. <ul style="list-style-type: none"> ▪ Honors Classes ▪ UIL Academics ▪ Tomahawk Training Period ▪ Robotics 	Assistant Superintendent Principal/AP Teachers	Local	November 2018 December 2018	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"> 6th Grade Orientation 8th Grade High School Information & Orientation 	Principal/AP Counselor Teachers	Local	August 2018 April 2019	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 turn in lesson plans every Monday by 8:00am Administrator Walk-Through Visits Regularly Scheduled Faculty Meetings With Required Attendance Grade Level meetings weekly Team (department) meetings monthly Grade level 	Assistant Superintendent Principal/AP 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. Response to Intervention Team	Assistant Superintendent Principal/AP RTI Math/Reading Coordinators	Special Education Local	Daily	Improve Index 2	
Continue to provide Pregnancy Related Services.	Principal Counselor Assistant Superintendent	Local	December 2018 May 2019	100% of eligible students stay enrolled in school and earn credits toward graduation.	
Provide student incentives for perfect attendance.	Principal/AP	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/AP 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/AP Assistant Superintendent Region 7 Specialists	Local	August 2018 January 2019	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 	Principal/AP Assistant Superintendent	Local	December 2018 May 2019	100% of students will have access to information.	
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/AP ESL Teacher	Local Title III IMA	August 2018 January 2019	100% of LEP students will participate as needed.	
Train all academic content area teachers in ELPS and SIOP.	Assistant Superintendent Principal/AP Region VII ESL/LEP Specialist	Title III Local	October 2018	100% of academic content area teachers will participate.	

TELPAS Training	Principal/AP ESL Teachers ELAR Teachers	Title III	December 2018		
Implement Writing Across the curriculum	Principal/AP Core Teachers	Local	Weekly	100% of teachers will have the opportunity to participate.	
Implement Empowering Writers Program	Principal/AP ELAR Teachers	Local	Weekly	100% of ELAR 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 ▪ Title I Contracted Services ▪ Special Education Services ▪ Title III Contracted 	SBDM Committee Assistant Superintendent Principal/AP	Title I, Part A Title III 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/AP	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 2018-2019 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: 2, 3, 4, 5, 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/AP DCSI Lead Teachers	Local	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 ▪ Tomahawk Training Period 	Principal/AP 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/AP Teachers	Local	June 2018 March 2019 April 2019 May 2019	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"> ▪ Brain POP Software ▪ Buckle Down ▪ Compass Learning ▪ Renaissance ▪ DMAC TAG/TEKScore ▪ Elevate-Reading Horizons 	Principal/AP 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"> ▪ Tomahawk Training Period ▪ Accelerated Math & Reading ▪ Before or After School Tutorials 	Principal/AP Assistant Superintendent Teachers	Title I, Part A Local	Weekly	100% of participating students will master a minimum of 70% of tested objectives.	

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: 3, 4, 5

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 ▪ Remind 101 ▪ Social Media Outlets ▪ Campus Newsletters "Indian Smoke Signals" ▪ Grades Online ▪ Strong Fathers 	Assistant Superintendent Principal/AP Core Teachers	Title I, Part A Local	Weekly Monthly	100% of parents will have opportunity to participate.	

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 the PEIMS 425 Record.

Title I Schoolwide Components: 3, 4, 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 2018 May 2019 June 2019 July 2019 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 Title VI	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 2018 January 2019	100% of substitute teacher s will participate.	
Provide one-day new teacher orientation and mentoring.	Assistant Superintendent Principal	Local	August 2018	100% of new teachers will participate.	
Create a positive working environment to develop a culture of support, encouragement, and family <ul style="list-style-type: none"> • WHATATEACHER • Staff Competitions • Staff Luncheons 	Principal/AP	Local	Daily	100% of staff will participate	

Goal 5: At GSISD all students will be educated in learning environments that are safe and secure.

- **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 and Completion Rate.

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

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
Provide security cameras in campus hallways.	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"> ▪ STOPit Student Reporting App ▪ Health & safety instruction offered in P.E. classes ▪ Implement CATCH Program ▪ Red Ribbon Week 	SHAC Principal Student Council Nurse	Title I, Part A	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/AP ▪ Campus Secretary ▪ Coaches, Band Director, & Cheerleading Sponsor ▪ Bus Drivers 	Assistant Superintendent Nurse	Local	August 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 • 1 General Ed. Teacher per/grade level 	Principal/AP Assistant Superintendent SpEd Director	Special Education Local	August 2018 January 2019	100% of campuses will have trained team.	
Add emergency lights in classes without windows	Superintendent Principal	Local	August 2018		
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. • Grade Level Meetings 	Principal/AP 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"> ▪ Develop a student leadership program. ▪ Indian Award - Student of the Month ▪ WHATASTUDENT Award ▪ Students taking leadership roles 	Principal/AP	Local	Monthly	Decrease in discipline referrals each six weeks.	



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