

**Grand Saline Independent School District  
Middle School Campus 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 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

- **John Abbott**, Non-Teaching Professional
- **Ted Mitchell**, Teacher
- **Amanda Crone**, Teacher
- **Will Smith**, Special Ed Teacher
- **Tracy Browning**, Parent Representative
- **Mark Pedersen**, Community 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 TAPER data
- Longitudinal academic performance data for non-TAPER student groups
- TELPAS, STAAR, AMAO, 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

2016 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. 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
- Continue TEKS Resource System curriculum planning days emphasizing Math, Reading, Social Studies and Science.
- Both Rtl and Honors Classes ELAR classes in 6, 7, and 8<sup>th</sup> Grades.
- Continue accelerated instruction classes and FLEX for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade reading/math STAAR failures.
- Continue with (Capturing Kids Hearts) to make student relations better.
- 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.
- 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.
- Develop parental involvement strategies and 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 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      |   |                                   |

**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
<ul style="list-style-type: none"> <li>- Student Achievement</li> <li>- Student Progress</li> <li>- Closing Performance Gaps</li> <li>- Postsecondary Readiness</li> </ul>	<ul style="list-style-type: none"> <li>- NONE</li> </ul>

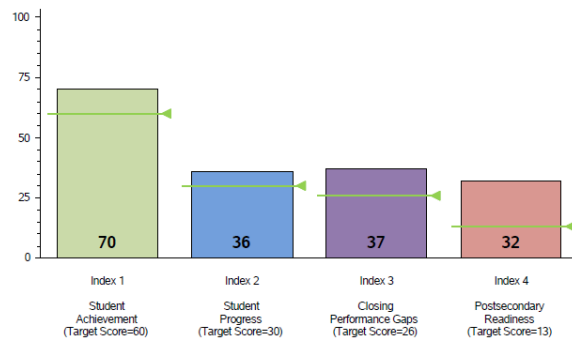
In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.

**Distinction Designation**



<b>Academic Achievement in ELA/Reading</b>
NO DISTINCTION EARNED
<b>Academic Achievement in Mathematics</b>
NO DISTINCTION EARNED
<b>Academic Achievement in Science</b>
DISTINCTION EARNED
<b>Academic Achievement in Social Studies</b>
DISTINCTION EARNED
<b>Top 25 Percent Student Progress</b>
NO DISTINCTION EARNED
<b>Top 25 Percent Closing Performance Gaps</b>
NO DISTINCTION EARNED
<b>Postsecondary Readiness</b>
NO DISTINCTION EARNED

**Performance Index Report**



**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

**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

**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
<b>Total</b>	<b>22 out of 25 = 88%</b>

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

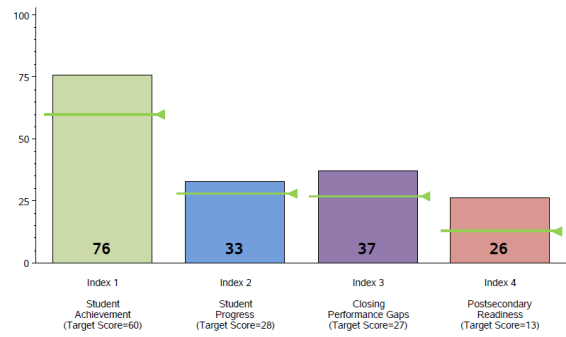
**TEXAS EDUCATION AGENCY**  
**2015 Accountability Summary**  
 GRAND SALINE MIDDLE (234904041) - GRAND SALINE ISD

**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
<b>Total</b>	<b>16 out of 19 = 84%</b>

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 MIDDLE (234904041) - GRAND SALINE ISD

**Accountability Rating**

**Met Standard**

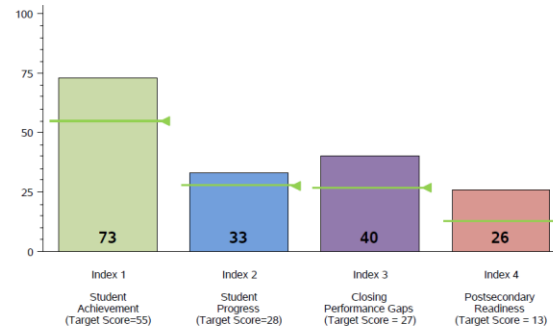
Met Standards on	Did Not Meet Standards on
- Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness	- NONE

**Distinction Designation**



Academic Achievement in Reading/ELA <b>NO DISTINCTION EARNED</b>
Academic Achievement in Mathematics <b>NO DISTINCTION EARNED</b>
Academic Achievement in Science <b>DISTINCTION EARNED</b>
Academic Achievement in Social Studies <b>NO DISTINCTION EARNED</b>
Top 25 Percent Student Progress <b>NO DISTINCTION EARNED</b>
Top 25 Percent Closing Performance Gaps <b>NO DISTINCTION EARNED</b>
Postsecondary Readiness <b>NO DISTINCTION EARNED</b>

**Performance Index Report**



**Campus Demographics**

Campus Type	Middle School
Campus Size	245 Students
Grade Span	06 - 08
Percent Economically Disadvantaged	62.4%
Percent English Language Learners	4.9%
Mobility Rate	18.8%

**Performance Index Summary**

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	513	704	73
2 - Student Progress	392	1,200	33
3 - Closing Performance Gaps	553	1,400	40
4 - Postsecondary Readiness			
STAAR Score	26.3		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Indicator Score	N/A		26

**System Safeguards**

**Number and Percent of Indicators Met**

Performance Rates	15 out of 17 = 88%
Participation Rates	8 out of 8 = 100%
Graduation Rates	N/A
<b>Total</b>	<b>23 out of 25 = 92%</b>

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 MIDDLE (234904041) - GRAND SALINE ISD

**Accountability Rating**

**Met Standard**

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

**Distinction Designation**

**Academic Achievement in Reading/ELA**

Percent of Eligible Measures in Top Quartile  
 1 out of 4 = 25%

**NO DISTINCTION EARNED**

**Academic Achievement in Mathematics**

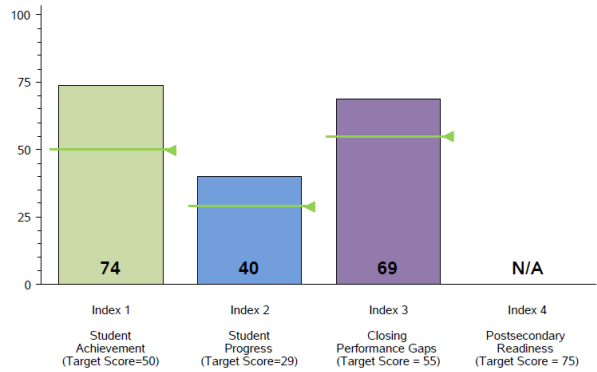
Percent of Eligible Measures in Top Quartile  
 0 out of 3 = 0%

**NO DISTINCTION EARNED**

**Top 25 Percent Student Progress**

**NO DISTINCTION EARNED**

**Performance Index Report**



**Campus Demographics**

Campus Type	Middle School
Campus Size	263 Students
Grade Span	06 - 08
Percent Economically Disadvantaged	62.0%
Percent English Language Learners	3.4%
Mobility Rate	16.8%

**Performance Index Summary**

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	532	722	74
2 - Student Progress	483	1,200	40
3 - Closing Performance Gaps	486	700	69
4 - Postsecondary Readiness	N/A	N/A	N/A

**System Safeguards**

Number and Percent of Indicators Met	
Performance Rates	17 out of 17 = 100%
Participation Rates	10 out of 10 = 100%
Graduation Rates	N/A
<b>Total</b>	<b>27 out of 27 = 100%</b>

# Academic Performance Chart

## STAAR DATA 2016

### Grand Saline Middle School

Reading/ELA		Grade 6	Grade 7	Grade 8	Math	Grade 6	Grade 7	Grade 8	
<b>State Average</b>		<b>71</b>	<b>72</b>	<b>82</b>	<b>State Average</b>	<b>74</b>	<b>71</b>	<b>73</b>	
GS-All Students		68	74	94	GS- All Students		57	53	88
African American		*	*	*	African American		*	*	*
Hispanic		70	75	90	Hispanic		55	44	71
White		70	73	96	White		61	56	85
Economically Dis.		64	63	93	Economically Dis.		51	40	84
Level 3 Advanced		13	22	24	Level 3 Advanced		1	12	0

Writing		Grade 7	Social Studies	Grade 8	Science	Grade 8
<b>State Average</b>		<b>70</b>	<b>State Average</b>	<b>65</b>	<b>State Average</b>	<b>76</b>
GS- All Students		73	GS- All Students	66	GS-All Students	80
African American		*	African American	*	African American	*
Hispanic		69	Hispanic	52	Hispanic	75
White		76	White	72	White	82
Economically Dis.		64	Economically Dis.	57	Economically Dis.	76
Level 3 Advanced		12	Level 3 Advanced	20	Level 3 Advanced	14

<b>Objective 1:</b> 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.					
<b>Summative Assessment:</b> Accomplishment of objective as measured by STAAR results.					
<b>Title I Schoolwide Components: 2, 3, 6, 7, 8, 9, 10</b>					
<b>Strategy</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Formative Assessment</b>	<b>Notes</b>
Utilize DMAC TAG and TEKScore in Reading/ELA, and Social Studies and Math and Science 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"> <li>▪ Before-School Tutorials</li> <li>▪ After-School Tutorials</li> <li>▪ Extended Year Tutorial Program</li> <li>▪ FLEX Fridays</li> <li>▪ 40 Book Challenge</li> </ul>	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 2016 December 2016 March 2017 April 2017 May 2017	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"> <li>▪ STAAR Math Computer Software</li> <li>▪ Brain POP Software</li> <li>▪ Buckle Down</li> <li>▪ Compass Learning</li> <li>▪ Think Through Math</li> <li>▪ Renaissance</li> <li>▪ DMAC TAG/TEKScore</li> <li>▪ MSTAR</li> </ul>	Principal Teachers	Local	Daily	100% of students will master a minimum of 70% of tested objectives.	
Utilize blended learning to more effectively integrate technology into the classroom.	Principal Teachers	Local	December 2016 May 2017	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 2016 January 2017 May 2017	100% of GT teachers will complete GT training.	

<p>Continue enrichment opportunities for GT students.</p> <ul style="list-style-type: none"> <li>▪ Honors Classes</li> <li>▪ UIL</li> <li>▪ Model UN</li> <li>▪ Robotics</li> </ul>	<p>Assistant Superintendent Principal Teachers</p>	<p>Local</p>	<p>November 2016 December 2016</p>	<p>100% of eligible students will be identified and have opportunity to participate.</p>	
<p>Continue to provide activities enabling students to smoothly transition from the home to school, from campus to campus.</p> <ul style="list-style-type: none"> <li>▪ Parent Night/Report Card Night</li> <li>▪ 6<sup>th</sup> Grade Orientation</li> <li>▪ 8<sup>th</sup> Grade High School Information &amp; Orientation</li> </ul>	<p>Principal Counselor Teachers</p>	<p>Local</p>	<p>August 2016 April 2017</p>	<p>100% of students will have opportunity to participate.</p>	
<p>Continue to provide opportunities for parents to be partners in education.</p> <ul style="list-style-type: none"> <li>▪ SBDM Committees</li> <li>▪ Parent Conferences</li> <li>▪ Parent Meetings</li> <li>▪ Parent volunteers</li> <li>▪ Remind 101</li> <li>▪ Grade Level Newsletters</li> <li>▪ Student Led Conferences</li> <li>▪ Grades Online</li> </ul>	<p>Assistant Superintendent Principal Core Teachers</p>	<p>Title I, Part A Local</p>	<p>Monthly March 8-10, 2017</p>	<p>100% of parents will have opportunity to participate.</p>	
<p>Provide parents access to student grades via the internet.</p>	<p>Assistant Superintendent</p>	<p>Local</p>	<p>Daily</p>	<p>100% of parents will have the opportunity to participate.</p>	
<p>Create an environment of increased accountability for all staff.</p> <ul style="list-style-type: none"> <li>▪ Lesson plans reflecting implementation of aligned curriculum posted daily on classroom doors</li> <li>▪ Teachers will update lessons weekly on campus share drive</li> <li>▪ Administrator Walk-Through Visits</li> <li>▪ Regularly Scheduled Faculty Meetings With Required Attendance</li> <li>▪ Grade Level meetings weekly</li> <li>▪ Team (department) meetings monthly</li> </ul>	<p>Assistant Superintendent Principal Teachers</p>	<p>Title I, Part A Local</p>	<p>Daily Weekly Monthly</p>	<p>100% of faculty will participate.</p>	
<p>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</p>	<p>Assistant Superintendent Principal RtI Math/Reading Coordinators</p>	<p>Special Education Local</p>	<p>Daily</p>	<p>Improve Index 2</p>	

**Goal:** Grand Saline Middle School 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 Schoolwide Components: 2, 3, 4, 5, 8, 9, 10**

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
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"> <li>▪ Imagine Learning Software</li> </ul>	Assistant Superintendent Principal ESL Teacher	Local Title III IMA	August 2016 January 2017	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 2016	100% of academic content area teachers will participate.	
TELPAS Training	Principal ESL Teachers ELAR Teachers	Title III	December 2016		
Implement Writing Across the curriculum <ul style="list-style-type: none"> <li>▪ C-Notes/summaries</li> </ul>	Core Teachers	Local	Weekly	100% of teachers will have the opportunity to participate.	

**Goal:** Grand Saline Middle School 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:** All students will be taught by State Certified teachers.

**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
Provide capacity building, on-going staff development opportunities for all faculty and staff through Region VII ESC contracts. <ul style="list-style-type: none"> <li>▪ Leadership Development Cooperative</li> <li>▪ Math/Science Cooperative</li> <li>▪ ELA/Reading Consultant</li> <li>▪ Professional Development Cooperative</li> <li>▪ Title I Contracted Services</li> <li>▪ Special Education Services</li> <li>▪ Title III Contracted</li> <li>▪ GT Cooperative</li> </ul>	SBDM Committee Assistant Superintendent Principal	Title I, Part A Title III 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	August 2016 May 2017 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 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"> <li>▪ TASA</li> <li>▪ TASB</li> <li>▪ TMSA – Educational Workshop</li> <li>▪ SEEC- Space Exploration Education Continued</li> <li>▪ Capturing Kids Hearts</li> </ul>	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 2016 January 2017	100% of substitute teachers will participate.	
Provide one-day new teacher orientation and mentoring.	Assistant Superintendent Principal	Local	August 2016	100% of new teachers will participate.	

**Goal:** Grand Saline Middle School 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 Schoolwide Components: 3, 4, 10**

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
Provide security cameras in campus hallways. <ul style="list-style-type: none"> <li>▪ Middle School</li> </ul>	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"> <li>▪ Health &amp; safety instruction offered in P.E. classes</li> <li>▪ Red Ribbon Week</li> </ul>	SHAC Principal Nurse	Title I, Part A	Monthly	100% student participation	
Continue to provide alternative instructional settings with structured environments and credit recovery. <ul style="list-style-type: none"> <li>▪ Van Zandt County Youth Multi-Service Center</li> <li>▪ Rains County ISD DAEP</li> <li>▪ Odysseyware</li> <li>▪ A Plus</li> </ul>	Superintendent Principal	SCE Local	Monthly	100% of students assigned to alternative instructional settings will fulfill all program requirements prior to returning	
Continue to address the following in faculty meetings/Staff Development <ul style="list-style-type: none"> <li>▪ Discipline Management to Include Physical and Verbal Aggression, Sexual Harassment, and Bullying</li> <li>▪ Classroom Management</li> <li>▪ Conflict Resolution</li> <li>▪ Student Code of Conduct</li> <li>▪ Suicide Prevention</li> <li>▪ PBIS</li> </ul>	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"> <li>▪ Principal</li> <li>▪ Campus Secretary</li> <li>▪ Coaches, Band Director, &amp; Cheerleading Sponsor</li> <li>▪ Bus Drivers</li> </ul>	Assistant Superintendent Nurse	Local	August 2016 May 2017	100% of identified groups will participate.	
Ensure each campus has trained Crisis Prevention Intervention team. <ul style="list-style-type: none"> <li>• Special Education Teachers</li> <li>• X1 General Ed. Teacher per/grade level</li> </ul>	Principal Assistant Superintendent SpEd Director	Special Education Local	August 2017 January 2017	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"> <li>• 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</li> </ul>	Principal Teachers	Local	Daily Monthly Semester	Implementation of Campus Discipline Management Plan to decrease student discipline referrals each six weeks.	

teach and the student's right to learn without disruption. <ul style="list-style-type: none"> <li>• Monthly highlight Core Beliefs "We Do" Statements</li> <li>• Grade Level Meetings</li> </ul>					
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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"> <li>▪ Character Counts Program</li> <li>▪ Develop a student leadership program.</li> <li>▪ Capturing Kids Hearts</li> <li>▪ GSMS "We Do" Statements</li> <li>▪ Student of the Month</li> <li>▪ Students taking leadership roles</li> </ul>	Principal	Local	Monthly	Decrease in discipline referrals each six weeks.	



**Goal:** Grand Saline Middle School 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 Schoolwide Components: 2, 3, 4, 6, 9, 10**

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
Continue to provide Pregnancy Related Services.	Principal Assistant Superintendent	Local	December 2016 May 2017	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 STAAR remediation courses in Reading/ELA and Math for at-risk students. <ul style="list-style-type: none"> <li>▪ Advisement Period Tutorials</li> <li>▪ Accelerated Math &amp; Reading</li> <li>▪ Before or After School Tutorials</li> </ul>	Principal Assistant Superintendent Teachers	Title I, Part A Local	Weekly	100% of participating students will master a minimum of 70% of tested objectives.	
Provide staff with training on identifying, supporting, and monitoring student groups. <ul style="list-style-type: none"> <li>▪ Dyslexia and Related Disorders</li> <li>▪ Limited English Proficient</li> <li>▪ Special Education</li> <li>▪ Gifted and Talented</li> <li>▪ At-Risk</li> <li>▪ Career Day</li> </ul>	Principal Assistant Superintendent Region 7 Specialists	Local	August 2016 January 2017	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"> <li>▪ Higher Education Admissions and Financial Aid Resources and Opportunities</li> <li>▪ TEXAS Grant Program</li> <li>▪ Teach for Texas Grant Program</li> <li>▪ Develop a G-Force Program</li> <li>▪ Student Led Program in Career and College Investigation</li> <li>▪ State Based Go-Get-It</li> </ul>	Principal Assistant Superintendent	Local	December 2016 May 2017	100% of students will have access to information.	
Provide students with college preparatory skills <ul style="list-style-type: none"> <li>▪ C-Notes</li> <li>▪ Leadership Notebooks/data tracking</li> <li>▪ Student Led Conferences</li> </ul>	Principal Core Teachers Counselor	Local	Weekly March 8-10, 2017	100% of students will participate	