

Grand Saline Independent School District

Grand Saline Elementary School Plan of Action

2013-2014



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 every-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; and Local.

Elementary Campus Site-Base Decision-Making Committee Members

- **Rhonda Orren**, Non-Teaching Professional, Chairperson
- **Lynne Fike**, Head Start Teacher – 2013-2014
- **Rachel Beasley**, Kindergarten Teacher – 2013 – 2014
- **Brenda Miller**, First Grade Teacher – 2013 – 2014
- **DeAnn Murdock**, Second Grade Teacher – 2013 – 2014
- **Tracy Browning**, Professional Support Teacher – 2013-2014
- **Kristy Stewart**, Paraprofessional – 2013-2014
- **Joni Lunsford**, Community Representative – 2013-201
- **Janice Vaillencourt**, Business Representative – 2013-2014
- **Amanda Kindle**, Parent Representative – 2013-2014

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 AEIS data
- Longitudinal academic performance data for non-AEIS student groups
- TELPAS, DRA/iStation, AYP, PBMAS
- Program Evaluations
- Stakeholder Surveys
- Discipline Reports
- Formative Assessment Data
- Staffing Needs
- Professional/Paraprofessional Training Needs
- Running Records
- Norm-referenced Tests
- Promotion/Retention Rates
- Informal Evaluations

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 | | |

Title I, Part A LEA School Improvement Stage 2

District Improvement Plan: SIP requirements 1-9

The plan shall—

1. incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA;
2. identify actions that have the greatest likelihood of improving the achievement of participating children in meeting the state's student academic achievement standards;
3. address the professional development needs of the instructional staff serving the agency by committing to spend not less than 10 percent of the Title I, Part A funds for each fiscal year in which the agency is identified for improvement for professional development, excluding funds reserved for professional development under section 1119;
4. include specific measurable achievement goals and targets for each of the groups of students identified in the disaggregated data consistent with adequate yearly progress;
5. address the fundamental teaching and learning needs in the schools of that agency, and the specific academic problems of low-achieving students, including a determination of why the LEA's prior plan failed to bring about increased student academic achievement;
6. incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year;
7. specify the responsibilities of the TEA and the LEA under the plan, including specifying the technical assistance to be provided by the TEA and the LEA's responsibilities under 1120A [Fiscal Requirements];
8. include strategies to promote effective parental involvement in the school; and
9. be implemented (including a revised plan) expeditiously, but not later than the beginning of the next school year after the school year in which the LEA was identified for improvement.

TEXAS EDUCATION AGENCY
2013 Accountability Summary
 GRAND SALINE EL (234904101) - GRAND SALINE ISD

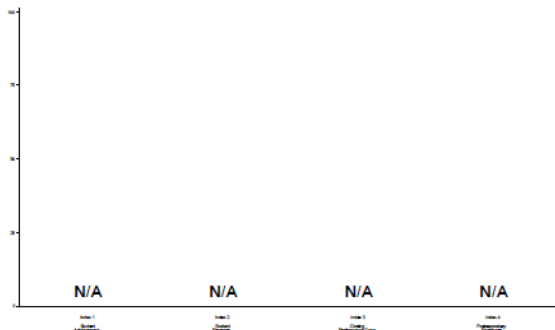
Accountability Rating
Met Standard

This campus is paired with GRAND SALINE INT (234904102)

Distinction Designation
Academic Achievement in Reading/ELA
 NOT ELIGIBLE

Academic Achievement in Mathematics
 NOT ELIGIBLE

Performance Index Report



Top 25 Percent Student Progress
 NOT ELIGIBLE

Campus Demographics

Campus Type	Elementary
Campus Size	287 Students
Grade Span	EE - 02
Percent Economically Disadvantaged	72.5%
Percent English Language Learners	21.3%
Mobility Rate	20.5%

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	N/A	N/A	N/A
2 - Student Progress	N/A	N/A	N/A
3 - Closing Performance Gaps	N/A	N/A	N/A
4 - Postsecondary Readiness	N/A	N/A	N/A

System Safeguards

Number and Percent of Indicators Met	
Performance Rates	N/A
Participation Rates	N/A
Graduation Rates	N/A
Total	N/A

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 Demographic Indicators-Student Achievement **** BETA **** for GRAND SALINE INT

Year: 2013 Language(s): English, Spanish Test Version(s): TAKS,STAAR,STAAR-M,STAAR-L,STAAR-Alt Score Code(s): S,G
Calculation Option: Level II Sat Phase-in 1 Retests: Review the DMAC Calculation Source: Snapshot

STAAR															
SubPopulation	Reading/ELA			Mathematics			Social Studies			Science			Writing		
	Tested	LII Sat	LII Sat%	Tested	LII Sat	LII Sat%	Tested	LII Sat	LII Sat%	Tested	LII Sat	LII Sat%	Tested	LII Sat	LII Sat%
All Students	203	163	80	203	134	66	0	0	0	75	52	69	60	36	60
Native American	3	0	0	3	0	0	0	0	0	2	0	0	1	0	0
Asian	1	1	100	1	1	100	0	0	0	0	0	0	0	0	0
African American	5	3	60	5	3	60	0	0	0	2	1	50	1	0	0
Hispanic	47	35	74	47	32	68	0	0	0	19	12	63	20	12	60
White	145	122	84	145	97	67	0	0	0	51	38	75	38	24	63
Two or More Races	2	2	100	2	1	50	0	0	0	1	1	100	0	0	0
ECD	143	108	76	143	86	60	0	0	0	53	34	64	42	24	57
Special Education	20	16	80	20	11	55	0	0	0	7	4	57	8	2	25

All Students	Reading/ELA		Mathematics		Social Studies		Science		Writing		Total
Met Phase-in 1 Level II	163	+	134	+	0	+	52	+	36	=	385
Students Tested	203	+	203	+	0	+	75	+	60	=	541
Index	385 divided by 541										71

**Important Note: This report only reflects the data that has been imported. At times, it will be based on preliminary and partial results.
As TEA makes changes to Accountability, these results may change.
The Index 1 target is 50. Shaded percentages are below 50%.**

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 2014, 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 M, 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 Math for grade 2. Utilize observational information for benchmarking in Math for K – grade 1. Utilize Running Records/DRA Assessments/iStation in Reading for K-grade 2. Utilize disaggregated data to identify tier groups of learning. Utilize State Assessment software for data disaggregation.	Curriculum Director Fed/Sp Programs Director Principal Teachers Interventionists Math & ELAR Consultants	Title II, Part D	October 2013 December 2013 February 2014 April 2014 May 2014	100% of students will master a minimum of 70% of tested objectives. 100% of teachers will have access to analyzed data.	
SIP (4.) 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 SIP (6) through tutorials and after-school programs in core content areas for grades PK-12.	Curriculum Director Principal Teachers	Local SCE	October 2013 December 2013 February 2014 April 2014 May 2014	100% of students will master a minimum of 70% of tested objectives.	
SIP (1.) 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 ▪ Implement DRA & Guided Reading ▪ Reading Renaissance ▪ iStation • Rite Flight • Small Group Setting • One-on-One Instruction 	Curriculum Director Principal Counselor Teachers	Title I, Part A Title II, Part A Local	October 2013 December 2013 February 2014 April 2014 May 2014	100% of students will master a minimum of 70% of tested objectives. The percentage of special education students who are placed in less restrictive environments will increase.	
Utilize a variety of screenings for benchmarking. <ul style="list-style-type: none"> • iStation & running records/ DRA K–2 • Six Weeks Fluency Checks • GOLD Assessment (Head Start) • Alphabet / Sight Word Checks - K • Math Assessments K–2 • Six Weeks Writing Samples K–2 	Principal Teachers Interventionists	Title II, Part D	August 2013 Through June 2014	100% of students will master a minimum of 70% of tested objectives.	

					Notes
Utilize SCE funds to support Title I School-wide Programs at campuses with minimum of 40% economically disadvantaged students.	Principal Fed/Sp Programs Director	SCE	October 2013 December 2013 February 2014 April 2014 May 2014	100% of students will master a minimum of 70% of tested objectives.	
Equip campuses with additional supplies and materials to enable teachers to more effectively integrate technology TEKS into the classroom allowing access of USB ports, curriculum software and hardware such as microscopes, digital cameras, scanners, projectors, whiteboards, document cameras, etc.	Curriculum Director Technology Staff Librarian Media Instructional Technologist	Title V, Part A Title I, Part A Local	December 2013 May 2013	100% of campuses will have access to library materials.	
Require 30-hour initial GT training and 6 hour yearly update of all teachers in core content areas.	Fed/Sp Programs Director Principal	GT ESC 7 Title I, Part A Title II, Part A Local	August 2013 January 2014 May 2014	100% of core content area teachers will complete GT training.	
Continue enrichment opportunities for GT students through pull out programs, classroom enhancement, after school projects, etc. and provide GT instruction for teachers with consultant, Janea Hill.	Fed/Sp Programs Principal Student Support Services Coord. Teachers	GT ESC 7 Local	December 2013 May 2014	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"> • Head Start / Kindergarten Transition Meetings • Spring Parent Night • End of the year visit to Intermediate campus for 2nd Grade • Parent Communication Letters / Newsletters • Conferences 	Curriculum Director Fed/Sp Programs Director. Principal Student Support Services Coord.	Title I, Part A Head Start CATE Local	April 2013 May 2013 April 2014 May 2014	100% of students will have opportunity to participate.	
SIP (8.) Include strategies to promote effective parental involvement in the school. <ul style="list-style-type: none"> ▪ PIE ▪ SBDM Committees ▪ Parent Conferences ▪ Parent Meetings ▪ Indian Pride Nights • Meet the Teacher Night • Home Visits • PK / Kindergarten Round-up • Report Card Nights • School-wide family projects • Book Fairs • District, Campus & Staff Web pages • Remind 101 Text Messaging • ESL Parent Training 	Curriculum Director Fed/Sp Programs Director Principal Student Support Services Coord. Librarian	Title I, Part A CATE Local	August 2013- June 2014	100% of parents will have opportunity to participate.	
Provide parents access to student grades via the internet.	Principal Technology Staff	Local	October 2013 December 2013 February 2014 April 2014 May 2014	100% of parents will have the opportunity to participate.	
Increase amount of instructional time for Math in Kindergarten – 2 nd grade, including a time for Problem-Solving, Number Talks, and hands-on activities.	Principal Teachers Math Consultant	Local	August 2013 – June 2014	100% of teachers will increase time allotment.	
Provide dyslexia training for research based strategies meeting 5 components of dyslexia handbook. <ul style="list-style-type: none"> ▪ Scottish Rite Literacy 	Fed / Sp Programs Director Principal Dyslexia Teachers	Title I, Part A Local	August 2013 January 2014	100% of participating students will master a minimum of 70% of tested objectives.	

<ul style="list-style-type: none"> ▪ Rite Flight 					
<p>SIP (2.) Identify actions that have the greatest likelihood of improving the achievement of participating children in meeting the state's student academic achievement standards in GSISD. Create an environment of increased accountability for all staff.</p> <ul style="list-style-type: none"> ▪ Lesson plans reflecting implementation of rigor and aligned curriculum through CSCOPE ▪ Administrator Walk-Through Visits ▪ Regularly Scheduled Faculty Meetings With Required Attendance ▪ Regularly scheduled progress monitoring for Math (end of each unit) ▪ Regularly scheduled progress monitoring for Reading (weekly) 	<p>Curriculum Director Principal Teachers ELAR Consultant Math Consultant</p>	<p>Title I, Part A Local</p>	<p>September 2013 October 2013 December 2013 January 2014 March 2014 April 2014 May 2014</p>	<p>100% of faculty will participate</p>	
<p>SIP (3.) Address the professional development needs of the instructional staff serving the agency by committing to spend not less than 10 percent of the Title I, Part A funds for each fiscal year in which the agency is identified for improvement for professional development, excluding funds reserved for professional development under section 1119.</p> <ul style="list-style-type: none"> • TX Coalition of Essential Schools • DMAC • ESC 7 • PD360 • Independent GT Consultant (Hill) • Independent Reading Consultant (Ramirez) • Independent Math Consultant (Grant) 	<p>Federal Programs Director Curriculum Director Principal Teachers</p>	<p>Title I, Part A</p>	<p>August 2013 October 2013 November 2013 December 2013 January 2014 May 2014</p>	<p>100% of faculty will participate</p>	
<p>Identify scientifically research based intervention strategies to reduce percentage of Special Education students in order to meet NCLB requirements.</p> <ul style="list-style-type: none"> ▪ Imagine Learning Software ▪ Implement iStation, DRA, Balanced Literacy & Daily Five ▪ Reading Renaissance • Rite Flight • Small Group Setting • One-on-One Instruction 	<p>Fed/Sp Programs Director Principal Student Support Services Coor. Teachers</p>	<p>Title II, Part D Local</p>	<p>August 2013 October 2013 November 2013 December 2013 January 2014 May 2014</p>	<p>No More than 2% of district enrollment will be identified as Special Education students taking STAAR M.</p>	
<p>Provide additional support for students not achieving expectations through guided reading program, and extended year programs in core content areas for grades K-12.</p> <ul style="list-style-type: none"> • Reading – 5 Days Per Week /30 min. • Math – 5 Days Per Week / 30 min. 	<p>Principal Teachers Interventionists</p>	<p>Local</p>	<p>August 2013 Through June 2014</p>	<p>100% of students will master a minimum of 70% of tested objectives.</p>	
<p>Provide dyslexia training for research based strategies meeting 5 components of dyslexia handbook.</p> <ul style="list-style-type: none"> ▪ Scottish Rite Literacy ▪ Take Flight <p>Reading I course for students qualifying for dyslexia services, LEP students, and struggling readers.</p>	<p>Fed/Sp Programs Director Principal Dyslexia Teachers</p>	<p>Title I, Part A Local</p>	<p>August 2013 January 2014</p>	<p>100% of participating students will master a minimum of 70% of tested objectives.</p>	
<p>Provide specialized staff development in English Language Arts/Reading instruction.</p>	<p>Federal Programs Director Curriculum Director Principal ELAR Consultant Math Consultant</p>	<p>Title I, Part A</p>	<p>August 2013-June 2014</p>	<p>All K-2 teachers will attend staff development.</p>	
<p>SIP (5.) Address the fundamental teaching and learning needs in the</p>	<p>Federal Programs Director</p>	<p>Title I, Part A</p>	<p>October 2013</p>	<p>100% of participating</p>	

schools, and the specific academic problems of low achieving students, including a determination of why the district's prior plan failed to bring about increased student academic achievement.	Curriculum Director Principal Teachers	Local	December 2013 February 2014 April 2014 May 2014	students will master a minimum of 70% of tested objectives.	
SIP (7) Specify the responsibilities of the TEA and GSISD under the plan, including specifying the technical assistance to be provided by the TEWA and the district's responsibilities. <ul style="list-style-type: none"> • TEA will provide training to ESC7 and ESC7 will provide training to the district • TEA will provide TETN training 	Superintendent Federal Programs Director Curriculum Director Principal	Local	June 2013 August 2013 January 2014 May 2014	All faculty will attend staff development.	

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 2014, 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.	Fed/Sp Programs Director	Title III, SSA	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 	Federal/Sp Programs Curriculum Director Principal Teachers ESL Teacher	Title I, Part A Local	August 2013 January 2014	100% of LEP students will participate as needed.	
Implement plan to train all academic content area teachers in procedures.	Fed/Sp Programs Director Principal Testing Coordinator	Title III, SSA Local	August 2013	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.	Fed/Sp Programs Director Principal	Local	August 2013 January 2014 May 2014	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	Fed/Sp Programs Director Principal	Title I, Part A Local	August 2013 January 2014 May 2014	100% Participation of all ESL Certified Staff	
SIP (4.) 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 <ul style="list-style-type: none"> Provide ELPS training for all instructional staff 	Fed/Sp Programs Director Curriculum Director Principal Student Support Services Coord.	Title III, SSA Local	August 2013 January 2014 June 2014	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.	Fed/Sp Programs Director Principal ESL Teacher	Title III Local	August 2013- June 2014	25% Participation of parents of LEP students	

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 2013-2014, all students will be taught by highly qualified 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 ▪ Superintendent Academy ▪ Professional Development Cooperative ▪ Title I Contracted Services ▪ Head Start Cooperative ▪ Special Education Services ▪ Migrant SSA • Title III SSA 	SBDM Committee Fed/Sp Programs and Curriculum Director 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 2013 July 2013 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 highly qualified teachers.	Superintendent Fed/Sp Programs Director	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 ▪ PD360 	SBDM Committee Curriculum Director Fed/Sp Programs Director 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.	Curriculum Director Principal	Local	September 2013	100% of substitute teachers will participate.	
Provide district/campus new staff orientation and mentoring.	Curriculum Director Principal	Local	August 2013 January 2014	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
Provide security cameras in campus hallways. Provide security system for facilities.	Superintendent Principal	Local	Monthly	15% decrease in discipline referrals each six weeks.	
Continue classroom activities to support and enforce health and safety. <ul style="list-style-type: none"> • Fire Prevention Week • Catch curriculum – Health / P.E. Service Career Week • Red Ribbon Week • Character Education Focus Each Six Weeks – Responsibility, Respect, Generosity, Cooperation, Perseverance, and Honesty 	Principal Student Support Services Coord. Teachers	Title I, Part A Title IV, Part A Tobacco Compliance Grant	Monthly	15% decrease in citations in "Minor in Possession of Tobacco Report" each month. 15% decrease in discipline referrals each six weeks.	
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 • Classroom Management • Conflict Resolution • Student Code of Conduct • Suicide Prevention <ul style="list-style-type: none"> ▪ Racial Sensitivity ▪ Poverty 	Principal Student Support Services Coord. Behavior Specialist	Title I, Part A Title II, Part A Title II, Part D Title IV, Part A Local	Monthly	100% of teachers will participate.	
Ensure each campus has trained Crisis Prevention Intervention team. <ul style="list-style-type: none"> • Rhonda Orren • Winona Almuete • Brenda Miller • Frances Williams • Angela Brown • Michelle Lewis • Linda Eiland • Paula Bates • Nancye Scott • Dot Perritt • Pete Lucas • Shadera Chaney • Al Wheeler 	Curriculum Director Fed./Sp. Programs Director Principal Behavior Specialist	Special Education Local	August 2013 January 2014	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 ○ PRIDE Events ○ Star Student Awards ○ Awards Assemblies 	Principal Student Support Services Coord. Teachers	Local	Weekly	15% decrease in discipline referrals each six weeks.	

Utilize random dog searches for illegal substances.	Superintendent	Title IV, Part A Local	Monthly	50% reduction in incidents of found contraband.	
Implement a character education program to teach and reward good behavior. <ul style="list-style-type: none"> Character Education Classes Character Focus each six weeks: Responsibility, Respect, Generosity, Cooperation, Honesty, and Perseverance 	Principal Student Support Services Coord.	Title IV, Part A Local	Monthly	15% 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 Campus Secretaries Coaches, Band Directors, & Cheerleading Sponsors Identified CATE Teachers Bus Drivers 	Curriculum Director Nurses	Local	August 2013 May 2014	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.	
Support and enforce health and safety for staff and students. <ul style="list-style-type: none"> SHAC – District Wellness Plan Red Ribbon Week 	Superintendent Fed/Sp Programs Director Principal Student Support Services Coord. School Nurse SHAC Committee	Title 1, Part A	Monthly	15% decrease in discipline referrals each week	

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
Contact parents regarding student absences.	Principal Teachers	Local	June 2013 August 2013 January 2014 May 2014	96% attendance rate or higher each six weeks.	
Provide student incentives for perfect attendance. <ul style="list-style-type: none"> • Business Coupons • Awards 	Principal Teachers	Local	June 2013 August 2013 January 2014 May 2014	96% or greater of students will be in attendance each six weeks.	
Contact parents regarding student tardies.	Principal Teachers	Local	June 2013 August 2013 January 2014 May 2014	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 	Curriculum Director Principal Behavior Specialist	Local	August 2013- June 2014	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 	Curriculum Director	Title I, Part C	August 2013	100% of migrant students will be identified and served.	



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