

**Grand Saline Independent School District  
Middle School Campus Plan of Action  
2019-2020**



**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

- **Ryan Simmons**, Non-Teaching Professional, Chairperson
- **Debbie Carson**, Non-Teaching Professional
- **Tad McCully**, Non-Teaching Para Professional
- **Susan Lewis**, Middle School Teacher
- **Lysa Parks**, Middle School Teacher
- **Jilliyn Geremonte**, Middle School Teacher
- **John Nash**, Middle School Teacher
- **Gary Stilwell**, 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

## Data Analysis Summary

### Findings: Refer to 2019 State Accountability and Additional Targets

- The district received a **Rating of B, scaled score of 87** in State Accountability.
- The MS Campus received a D. The Intermediate and Elementary Campuses received a C.
- Additional Targets: Intermediate and Middle School

### Middle School

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

Academic Achievement in Math - Not Met in All Std., Hispanic, White, Econ Dis., EL Current/Monitored, SPED Current,

Continuously Enrolled, Non-Continuously Enrolled

Growth Status in ELA/Reading – Not Met in All Std., White, EL Current/Monitored, SPED Current, Continuously Enrolled,

Non-Continuously Enrolled

Growth Status in Math – Not Met in All Std., Hispanic, White, Econ Dis., EL Current/Monitored, SPED Current, Continuously Enrolled, Non-Continuously Enrolled

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

Continuously Enrolled

**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 **Student Enrollment Details** 232 Students Enrolled **District** GRAND SALINE ISD  
**Address** 400 STADIUM DR, GRAND SALINE, TX 75140

**CHANGE OVER TIME**

**HOW WELL DID THIS SCHOOL PERFORM OVERALL?**



69 out of 100

This shows how well this school prepared students for success, both in school and after high school in college, a career, or the military.

**CHANGE OVER TIME**

2017-18  
**Met Standard**  
70 out of 100

2018-19  
**D**  
69 out of 100

This section showcases annually the overall grade of this campus to showcase their improvement over time. The overall grade is based on performance in the three domains listed below.

**OVERALL PERFORMANCE DETAILS**

**STUDENT ACHIEVEMENT**



71 out of 100

Student Achievement shows how much students know and are able to do at the end of the school year.

**SCHOOL PROGRESS**



70 out of 100

School Progress shows how students perform over time and how that growth compares to similar schools.

**CLOSING THE GAPS**



63 out of 100

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

**WHERE DID THIS SCHOOL PERFORM EXCEPTIONALLY WELL?**

- ✗ ACADEMIC ACHIEVEMENT IN SCIENCE
- ✗ TOP 25%: COMPARATIVE ACADEMIC GROWTH
- ✗ ACADEMIC ACHIEVEMENT IN MATHEMATICS
- ✗ POST-SECONDARY READINESS
- ✗ ACADEMIC ACHIEVEMENT IN ENGLISH LANGUAGE ARTS/READING
- ✗ TOP 25%: COMPARATIVE CLOSING THE GAPS
- ✗ ACADEMIC ACHIEVEMENT IN SOCIAL STUDIES

**Grades Served** 6-8   **Student Enrollment Details** 232 Students Enrolled   **District** GRAND SALINE ISD  
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 **HOW ARE SCORES CALCULATED?**



**STUDENT ACHIEVEMENT**

The Student Achievement score is based on STAAR performance only, for this school.



**SCHOOL PROGRESS**

*The higher score of Academic Growth or Relative Performance is used.*

Component	Score	% of grade
Academic Growth	60	
Relative Performance	70	100%
Total	70	100%



**CLOSING THE GAPS**

Component	Score	% of grade
Grade Level Performance	25	33.3%
Academic Growth/Graduation Rate	13	55.6%
Student Achievement	13	11.1%
Total	63	100%

**Academic Performance Chart  
STAAR DATA 2019  
Grand Saline Middle School**

<b>Reading/ELA</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>State Average</b>	<b>66%</b>	<b>74%</b>	<b>84%</b>
GS-All Students	61%	56%	79%
African American	*	*	*
Hispanic	61%	67%	90%
White	61%	49%	76%
Economically Dis.	53%	51%	76%

<b>Writing</b>	<b>Grade 7</b>
<b>State Average</b>	<b>69%</b>
GS- All Students	57%
African American	*
Hispanic	67%
White	51%
Economically Dis.	54%

<b>Math</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>State Average</b>	<b>79%</b>	<b>73%</b>	<b>87%</b>
GS- All Students	72%	69%	85%
African American	*	*	*
Hispanic	65%	75%	93%
White	75%	66%	82%
Economically Dis.	65%	59%	83%

<b>Social Studies</b>	<b>Grade 8</b>
<b>State Average</b>	<b>67%</b>
GS- All Students	64%
African American	*
Hispanic	75%
White	61%
Economically Dis.	62%

<b>Science</b>	<b>Grade 8</b>
<b>State Average</b>	<b>79%</b>
GS-All Students	71%
African American	*
Hispanic	85%
White	65%
Economically Dis.	71%

June 13, 2019 Includes re-testers if available

**Indicates % passing calculated with online testers affected by ETS server**

## 2019-2020 Improvement Plan for Grand Saline Middle School

### **Prioritized Focus Area #1**

Essential Action - 5.1 Objective-driven daily lesson plans with formative assessments.

#### Rationale

Teachers will collaboratively plan at least parts of lessons and the Instructional Leadership Team (ILT) will provide support and structure which is critical to student success. The lesson plan helps teachers to achieve their goals and objectives and ensure alignment across grades.

#### Desired Annual Outcome

Student outcomes will show significant annual growth as a result of campus leadership providing support and effective feedback for teachers through the monitoring of lesson plans and through data walk observations to ensure rigorous delivery of readiness and supporting standards.

#### Barriers to Address During the Year

The district lesson plan template is in place but no formal discussions are occurring with teachers and campus leaders to make sure planning is effective or to drive instruction. Campus leadership will establish clear processes and expectations for lesson plans.

### **Prioritized Focus Area #2**

Essential Action - 5.3 Data-driven instruction.

#### Rationale

There is a need to develop a schedule for DDI. Teachers will need to follow the Instructional Focus Document (IFD) and pacing guides in TEKS Resource to maintain focused instruction and assessments schedules.

#### Desired Annual Outcome

Teachers will know every student's progress through ongoing DDI meetings which will drive instruction through laser focused lesson planning and re-teaching where data indicates a need.

#### Barriers to Address During the Year

Teachers do meet to plan and review data but schedules are not in place to provide guidance. The campus does not have a consistent plan in place to analyze and share data to drive instruction. Clear roles and responsibilities along with timelines and consistent structures in place need to be implemented.

### **District Commitment Theory of Action**

The district will provide for ongoing support and coaching for the campus principal including training in data walks, how to effectively monitor the quality of lesson plans, and establish strong data driven instruction practices; then campus leadership will more effectively engage in instructional leadership roles and activities to improve lesson planning and strengthen DDI meetings and the planning of instruction.



**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 2020, 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 21<sup>st</sup> 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"> <li>• 1 to 1 Chromebook initiative 6-8 grade</li> <li>• iPads</li> <li>• Google Classroom</li> </ul>	Principal Technology Teachers	Local	December 2019 May 2020	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 2019 January 2020 May 2020	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 Academics</li> <li>▪ Tomahawk Training Period</li> <li>▪ Robotics</li> </ul>	<p>Assistant Superintendent Principal Teachers</p>	Local	<p>November 2019 December 2019</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>▪ 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>	Local	<p>August 2019 April 2020</p>	<p>100% of students will have opportunity to participate.</p>	
<p>Provide parents access to student grades via the internet.</p>	<p>Assistant Superintendent</p>	Local	<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 turn in lesson plans every Monday by 8:00am</li> <li>▪ Administrator Data Walks</li> <li>▪ Regularly Scheduled Faculty Meetings With Required Attendance</li> <li>▪ Grade Level meetings weekly for DDI and planning</li> <li>▪ Team (department) meetings monthly for DDI and planning</li> </ul>	<p>Assistant Superintendent Principal Teachers</p>	Local	<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 Rtl Math/Reading Coordinators</p>	Special Education Local	<p>Daily</p>	<p>Improve Index 2</p>	
<p>Continue to provide Pregnancy Related Services.</p>	<p>Principal Counselor</p>	Local	<p>December 2019 May 2020</p>	<p>100% of eligible students stay enrolled in school and earn credits toward graduation.</p>	
<p>Provide student incentives for perfect attendance.</p>	<p>Principal</p>	Local	<p>Each Six Weeks</p>	<p>96% or greater of students will be in attendance each six weeks.</p>	
<p>Contact parents regarding student absences and file truancy complaints with the Truancy Court.</p>	<p>Principal Truancy Facilitator</p>	Local	<p>Weekly</p>	<p>96% attendance rate or higher each six weeks.</p>	
<p>Provide staff with training on identifying, supporting, and monitoring student groups.</p> <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>	<p>Principal Assistant Superintendent Region 7 Specialists</p>	Local	<p>August 2019 January 2020</p>	<p>100% of teachers will participate. 100% of eligible students will be identified and have opportunity to participate.</p>	
<p>Continue to provide students and parents career education to develop the knowledge, skills, and competencies necessary for a broad range of career opportunities.</p> <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> </ul>	<p>Principal Assistant Superintendent</p>	Local	<p>December 2019 May 2020</p>	<p>100% of students will have access to information.</p>	

Participate in Title III Contracted with Region VII ESC for services to ensure high academic standards for LEP students.	Assistant Superintendent	Local	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 2019 January 2020	100% of LEP students will participate as needed.	
Implement academic ELPS and SIOP strategies in all content areas.	Assistant Superintendent Principal Region VII ESL/LEP Specialist	Local	October 2019	100% of academic content area teachers will participate.	
TELPAS Training	Principal ESL Teachers ELAR Teachers	Local	December 2019		
Continue Writing Across the curriculum	Principal Core Teachers	Local	Weekly	100% of teachers will have the opportunity to participate.	
Implement Empowering Writers Program	Principal 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"> <li>▪ Leadership Development Cooperative</li> <li>▪ Math/Science Cooperative</li> <li>▪ ELA/Reading Consultant</li> <li>▪ Professional Development Cooperative</li> <li>▪ Special Education Services</li> <li>▪ Title III Contracted</li> </ul>	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"> <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	

**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 2019-2020 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 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"> <li>▪ Before-School Tutorials</li> <li>▪ After-School Tutorials</li> <li>▪ Extended Year Tutorial Program</li> <li>▪ Tomahawk Flex Period</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 2019 March 2020 April 2020 May 2020	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>▪ Brain POP Software</li> <li>▪ Buckle Down</li> <li>▪ Compass Learning</li> <li>▪ Renaissance</li> <li>▪ DMAC TAG/TEKScore</li> <li>▪ Elevate-Reading Horizons</li> </ul>	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"> <li>▪ Tomahawk Flex Period</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.	

**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"> <li>▪ SBDM Committees</li> <li>▪ Parent Conferences</li> <li>▪ Parent Meetings</li> <li>▪ Parent volunteers</li> <li>▪ Remind 101</li> <li>▪ Social Media Outlets</li> <li>▪ Grades Online</li> <li>▪ Strong Fathers</li> </ul>	Assistant Superintendent Principal Core Teachers	Title I, Part A Local	Weekly Monthly	100% of parents will have opportunity to participate.	
Provide parents opportunities to be partners in school events such as: <ul style="list-style-type: none"> <li>• Veteran's Day Program</li> <li>• Sports Boosters</li> <li>• Band Boosters</li> <li>• Indian Pride Night</li> <li>• Work with local organizations such as Lions Club for food drive</li> <li>• Strong Fathers Program</li> </ul>	Principal Counselor	Local	Throughout the Year	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 2019 May 2020 June 2020 July 2020 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 I, A	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> </ul>	SBDM Committee Assistant Superintendent Principal	Local	Monthly	100% of participants will provide documentation of attendance.	
Require all new substitute teachers to attend online Substitute Teacher Training.	Assistant Superintendent	Local	August 2019 January 2020	100% of substitute teacher s will participate.	
Provide one-day new teacher orientation and a two year mentoring program.	Assistant Superintendent Principal	Local	August 2019	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"> <li>• WHATATEACHER</li> <li>• Staff Competitions</li> <li>• Staff Luncheons</li> </ul>	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"> <li>▪ STOPit Student Reporting App</li> <li>▪ Health &amp; safety instruction offered in P.E. classes</li> <li>▪ Implement CATCH Program</li> <li>▪ Red Ribbon Week</li> </ul>	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"> <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/AP</li> <li>▪ Campus Secretary</li> <li>▪ Coaches, Band Director, &amp; Cheerleading Sponsor</li> <li>▪ Bus Drivers</li> </ul>	Assistant Superintendent Nurse	Local	August 2019	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>• 1 General Ed. Teacher per/grade level</li> </ul>	Principal/AP Assistant Superintendent SpEd Director	Special Education Local	August 2019 January 2020	100% of campuses will have trained team.	
Add emergency lights in classes without windows	Superintendent Principal	Local	August 2019		
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 teach and the student's right to learn without disruption.</li> <li>• Grade Level Meetings</li> </ul>	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"> <li>▪ Develop a student leadership program.</li> <li>▪ Indian Award - Student of the Month</li> <li>▪ WHATASTUDENT Award</li> <li>▪ Students taking leadership roles</li> </ul>	Principal/AP	Local	Monthly	Decrease in discipline referrals each six weeks.	



## Changing the World One Student at a Time