

Grand Saline Independent School District

Grand Saline Elementary School 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; Title VI, Part B, Subpart II; Special Education; Head Start; Gifted & Talented; State Compensatory Education; Instructional Materials Allotment (IMA); and Local.

Board Approved: _____

Elementary Campus Site-Base Decision-Making Committee Members

- **Lori Hooton**, Non-Teaching Professional, Chairperson
- **Gilda King**, Head Start Teacher – 2015-2017
- **Candi Haisten**, Kindergarten Teacher – 2015 – 2017
- **Kathy Caddel**, First Grade Teacher – 2014 – 2016
- **Patricia Sherman**, Second Grade Teacher – 2015 – 2017
- **Brenda Miller**, Professional Support Teacher – 2014-2016
- **Shadera Chaney**, Paraprofesional – 2016-2017
- **Linda Monk**, Business Representative – 2015-2017
- **Bryanna Wilson**, Parent Representative – 2015-2017
- **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 goals, objectives, and strategies included in the Campus Plan of Action.

- Longitudinal Accountability data
- Longitudinal academic performance data for non-Accountability student groups
- TELPAS, DRA/iStation, TAIS, 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

Findings: System Safeguards Identified for Improvement: State Target Rates = 60%, Federal Target Rates = 83%

The following student groups performed below state targets:

- Intermediate Performance Rate in Reading for Econ Disadv and ELL (Current & Monitored)
- Intermediate Performance Rate in Mathematics for Hispanic, Econ Disadv, and ELL (Current & Monitored)
- Intermediate Performance Rate in Writing for All Students, White, and Econ Disadv
- Intermediate Performance Rate in Science for All Students, White, and Econ Disadv

Findings: GSES students have limited experiences, vocabulary development and fundamental skills in the areas of writing and mathematics. Many come from homes that speak other languages than English. While skills are being taught, they are not being retained and transferred into student's daily lives. GSES staff proposes to develop their vocabulary through the use of visuals and emphasize vocabulary in all core subjects. Writing will occur across the curriculum and Writing Portfolios will be used. Math progress will be assessed using the Texas Early Math Inventory (TEMI) and students falling below 25th percentile will receive intervention using its corresponding program. Professional development with the ELAR, Math and ESL/LEP consultants will continue and focus on areas of need. The HERO Program will utilize volunteers to read with students. LEP parents will be provided opportunity to participate in program to learn English. In addition, students identified with learning disabilities will receive support from the Reading and Math Interventionists when warranted.

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

TEXAS EDUCATION AGENCY
2016 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 ELA/Reading

NOT ELIGIBLE

Academic Achievement in Mathematics

NOT ELIGIBLE

Academic Achievement in Science

NOT ELIGIBLE

Academic Achievement in Social Studies

NOT ELIGIBLE

Top 25 Percent Student Progress

NOT ELIGIBLE

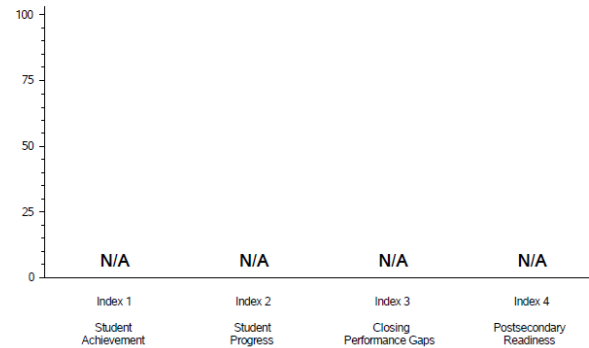
Top 25 Percent Closing Performance Gaps

NOT ELIGIBLE

Postsecondary Readiness

NOT ELIGIBLE

Performance Index Report



Campus Demographics

Campus Type	Elementary
Campus Size	322 Students
Grade Span	EE - 02
Percent Economically Disadvantaged	68.9
Percent English Language Learners	19.9
Mobility Rate	12.6

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 Percentage 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 website at <https://rptsrv1.tea.texas.gov/perfreport/account/2016/index.html>

TEXAS EDUCATION AGENCY
2015 Accountability Summary
 GRAND SALINE EL (234904101) - GRAND SALINE ISD

Accountability Rating

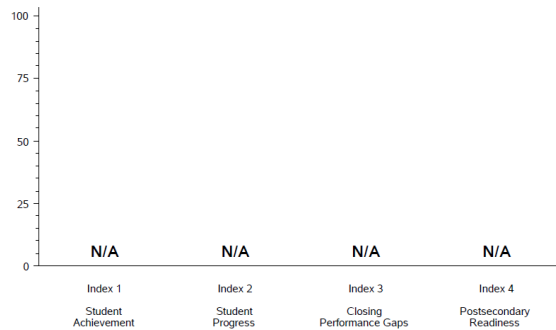
Met Standard

This campus is paired with GRAND SALINE INT (234904102)

Distinction Designation

Academic Achievement in Reading/ELA	NOT ELIGIBLE
Academic Achievement in Mathematics	NOT ELIGIBLE
Academic Achievement in Science	NOT ELIGIBLE
Academic Achievement in Social Studies	NOT ELIGIBLE
Top 25 Percent Student Progress	NOT ELIGIBLE
Top 25 Percent Closing Performance Gaps	NOT ELIGIBLE
Postsecondary Readiness	NOT ELIGIBLE

Performance Index Report



Campus Demographics

Campus Type	Elementary
Campus Size	299 Students
Grade Span	PK - 02
Percent Economically Disadvantaged	71.9
Percent English Language Learners	21.4
Mobility Rate	14.6

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

State 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 website at <http://ritter.tea.state.tx.us/perfreport/account/2015/index.html>

TEXAS EDUCATION AGENCY
2014 Accountability Summary
 GRAND SALINE EL (234904101) - GRAND SALINE ISD

Accountability Rating

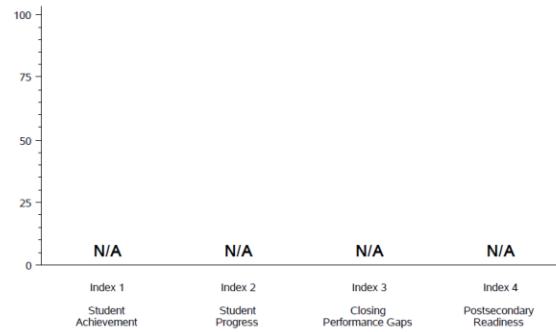
Met Standard

This campus is paired with GRAND SALINE INT (234904102)

Distinction Designation

Academic Achievement in Reading/ELA	NOT ELIGIBLE
Academic Achievement in Mathematics	NOT ELIGIBLE
Academic Achievement in Science	NOT ELIGIBLE
Academic Achievement in Social Studies	NOT ELIGIBLE
Top 25 Percent Student Progress	NOT ELIGIBLE
Top 25 Percent Closing Performance Gaps	NOT ELIGIBLE
Postsecondary Readiness	NOT ELIGIBLE

Performance Index Report



Campus Demographics

Campus Type	Elementary
Campus Size	299 Students
Grade Span	EE - 02
Percent Economically Disadvantaged	75.6%
Percent English Language Learners	21.7%
Mobility Rate	17.2%

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/2014/index.html>

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

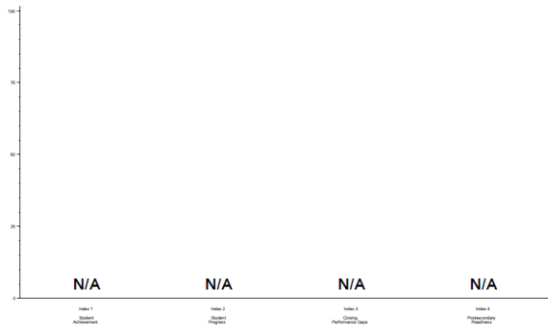
Accountability Rating
Met Standard

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 DATA 2016 Grand Saline Intermediate

Reading/ELA		Grade 3	Grade 4	Grade 5
State Average		74	77	75
GS-All Students		69	62	74
African American		*	*	*
Hispanic		43	65	81
White		81	60	71
Economically Dis.		60	56	68
Level 3 Advanced		25	12	21

Science		Grade 5
State Average		75
GS-All Students		64
African American		*
Hispanic		63
White		64
Economically Dis.		56
Level 3 Advanced		3

Writing		Grade 4
State Average		69
GS- All Students		51
African American		*
Hispanic		46
White		55
Economically Dis.		45
Level 3 Advanced		6

Math		Grade 3	Grade 4	Grade 5
State Average		76	74	79
GS- All Students		67	47	77
African American		*	*	*
Hispanic		45	48	81
White		79	44	76
Economically Dis.		60	40	79
Level 3 Advanced		8	6	4

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 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.

Summative Assessment: Accomplishment of objective as measured by STAAR, STAAR A, 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 Texas Early Math Inventory (TEMI) to identify tier groups of learning in Math for K-grade 2. Utilize Istation/DRA/Running Records to identify tier groups of learning in Reading for K-grade 2. Utilize disaggregated data from each to individualize intervention for each student and progress monitoring. Utilize DMAC computerized benchmarking in Math for grade 2 and observational information for benchmarking in Math for K-grade 1 for progress monitoring. Utilize State Assessment software for data disaggregation.	Assistant Superintendent Principal Teachers Interventionists Math & ELAR Consultants	Title II, Part D	October 2017 December 2017 February 2017 April 2017 May 2017	100% of students will master a minimum of 70% of tested objectives. 100% of teachers will have access to analyzed data.	
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 through tutorials and after-school programs in core content areas for grades PK-12.	Assistant Superintendent Principal Teachers	Local SCE	October 2017 December 2017 February 2017 April 2017 May 2017	100% of students will master a minimum of 70% of tested objectives.	
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 ▪ Daily 5/CAFÉ ▪ 6+1 Traits of Writing • Rite Flight • Small Group Setting • One-on-One Instruction • Target Math 	Assistant Superintendent Principal Counselor Teachers	Title I, Part A Title II, Part A Title III IMA Local	October 2017 December 2017 February 2017 April 2017 May 2017	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, DRA & running records K-2 • Six Weeks Fluency Checks • Texas Early Math Inventory (TEMI) K-2 • CLI Engage Assessment (Head Start) • Alphabet / Sight Word Checks – K • Math Assessments K-2 • Six Weeks Writing Samples K-2 	Principal Teachers Interventionists	Local IMA	August 2016 Through June 2017	100% of students will master a minimum of 70% of tested objectives.	

Utilize SCE funds to support Title I School-wide Programs at campuses with minimum of 40% economically disadvantaged students.	Principal	SCE	October 2017 December 2017 February 2017 April 2017 May 2017	100% of students will master a minimum of 70% of tested objectives.	Notes
Equip campuses with additional supplies and materials to enable teachers to more effectively integrate technology TEKS into the classroom allowing access of tablets, iPods, curriculum software and hardware such as digital cameras, scanners, projectors, whiteboards, document cameras, etc.	Assistant Superintendent Technology Staff	Title I, Part A Local	August 2017 May 2017	100% of students will have access to and use technology.	
Require 6 hour yearly GT update of all teachers who have the 30 Hour training.	Assistant Superintendent Principal	Title I, Part A Title II, Part A Local	August 2017 January 2017 May 2017	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.. Provide enrichment through the ESC 7 GT consortium and Friday pull-out with Ms. Blumer.	Assistant Superintendent. Principal Counselor Teachers	Local	August 2016 through June 2017	100% of eligible students will be identified and have opportunity to participate.	
Continue to provide activities enabling students to smoothly transition from the home to school, 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 	Assistant Superintendent Principal Counselor	Title I, Part A Head Start Local	April 2017 May 2017	100% of students will have opportunity to participate.	
Include strategies to promote effective parental involvement in the school. <ul style="list-style-type: none"> ▪ PIE ▪ SBDM Committees ▪ Parent Conferences & Meetings ▪ Parent Trainings ▪ Parent Nights/Holiday in the Halls • 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 Text Messaging • District/Campus Webpage • ESL Parent Training • HERO Volunteer Program • Head Start Parent Committee 	Assistant Superintendent Principal Counselor	Title I, Part A Local	August 2016- June 2017	100% of parents will have opportunity to participate.	
Provide parents access to student grades via the internet.	Principal Technology Staff	Local	October 2016 December 2016 February 2017 April 2017 May 2017	100% of parents will have the opportunity to participate.	
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. <ul style="list-style-type: none"> ▪ Lesson plans reflecting implementation of rigor and aligned curriculum through TEKS Resources 	Assistant Superintendent Principal Teachers ELAR Consultant Math Consultant	Title I, Part A Local	September 2016 October 2016 November 2016 December 2016 January 2017 February 2017	100% of faculty will participate	

<ul style="list-style-type: none"> ▪ Lesson plans containing plans for small group instruction ▪ 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) as evidenced in Pensieve notebooks 			<p>March 2017 April 2017 May 2017 June 2017</p>		
<p>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"> • DMAC • ESC 7 • Independent Reading Consultant (Ramirez) • Independent Math Consultant (Grant) • ESL/LEP Consultant (Delgado) 	<p>Assistant Superintendent Principal Teachers</p>	Title VI	<p>August 2016 Through June 2017</p>	100% of faculty will participate	
<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, Daily Five & CAFÉ ▪ TEMI Math Intervention Program ▪ 6+1 Traits of Writing ▪ Reading Renaissance • Rite Flight • Small Group Setting • One-on-One Instruction 	<p>Assistant Superintendent Principal Counselor Interventionists Teachers</p>	Local IMA	<p>September 2016 October 2016 November 2016 December 2016 January 2017 February 2017 March 2017 April 2017 May 2017 June 2017</p>	No More than 2% of district enrollment will be identified as Special Education students taking STAAR A.	
<p>Provide additional support for students not achieving expectations through general instruction and extended year programs in core content areas for grades K-2.</p> <ul style="list-style-type: none"> • Reading – 4 Days Per Week / 20 min. • Math – 4 Days Per Week / 20 min. 	<p>Principal Teachers Interventionists</p>	Local	<p>August 2016 Through June 2017</p>	100% of students will master a minimum of 70% of tested objectives.	
<p>Provide specialized staff development in English Language Arts/Reading & Math instruction for all students including LEP students.</p>	<p>Assistant Superintendent Principal ELAR Consultant Math Consultant Region 7 ESL/LEP Specialist</p>	Title VI	<p>August 2016 Through June 2017</p>	All K-2 teachers will attend staff development.	
<p>Address the fundamental teaching and learning needs in the 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.</p>	<p>Assistant Superintendent Principal Teachers</p>	Title I, Part A Local	<p>October 2016 December 2016 February 2017 April 2017 May 2017</p>	100% of participating students will master a minimum of 70% of tested objectives.	
<p>Specify the responsibilities of TEA and GSISD under the plan, including specifying the technical assistance to be provided by the TEA and the district's responsibilities.</p> <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 	<p>Superintendent Assistant Superintendent Principal</p>	Local	<p>August 2016 January 2017 May 2017</p>	All faculty will attend staff development.	
<p>Address the environmental schema and vocabulary needs of students by providing experiences through field trips (live and virtual), introducing them to cultural differences and putting a strong emphasis on academic and non-academic vocabulary through direct instruction, word walls, Word of the Week and literature.</p>	<p>Principal Teachers</p>	Local	<p>August 2016 Through June 2017</p>	100% of students will participate	

Implement 6+1 Traits of Writing strategies through daily instruction consistent with grade level TEKS. Writing samples will be kept in writing folders and journals.	Principal Teachers	Local	August 2016 Through June 2017	100% of students will have a Writing Folder and Journal.	
Require students to Write Across the Curriculum weekly in academic (ELAR, Math, Science/Social Studies) and non-academic areas. Create a Writing Portfolio with minimum of three samples per six weeks including traits of writing, academic writing, non-academic writing, narrative samples and expository samples.	Principal Teachers	Local	August 2016 Through June 2017	100% of students will have a Writing Portfolio	
Utilize data analysis to determine Math deficits of learning disabled students and address them through use of Math interventionist and inclusion support.	Principal Teachers Interventionist Sp. Ed. Paraprofessionals	Local	August 2016 Through June 2017	100% of eligible students will participate	
Require K-2 teachers to include plans for small group Reading instruction in lesson plans and track progress in Pensieve notebook.	Principal Teachers	Local	August 2016 Through June 2017	100% of K-2 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 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 School-wide 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 intervention strategies and instruction for all LEP students as needed. <ul style="list-style-type: none"> Imagine Learning Software Small Group Instruction ESL Support in Classroom ELPS 	Assistant Superintendent Principal Teachers ESL Teacher Region 7 ESL/LEP Specialist	Title III Local	August 2016 through June 2017	100% of LEP students will participate as needed.	
Implement plan to train all academic content area teachers in LEP procedures.	Assistant Superintendent Principal Testing Coordinator Region 7 ESL/LEP Specialist	Title III Local	August 2016 through June 2017	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.	Assistant Superintendent Principal	Local	August 2016 January 2017 May 2017	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	Assistant Superintendent Principal	Title I, Part A Local	August 2016 January 2017 May 2017	100% Participation of all ESL Certified Staff	
Include specific measurable achievement goals and targets for each of the groups of students identified in the disaggregated data consistent with accountability standards and provide additional support for students not achieving expectations <ul style="list-style-type: none"> Provide ELPS training for all instructional staff 	Assistant Superintendent Principal Testing Coordinator	Title III Local	August 2016 January 2017 May 2017	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.	Assistant Superintendent Principal ESL Teacher	Title III Local	August 2016 through June 2017	10% Participation of parents of LEP students	
Utilize ESL/LEP Consultant to address professional development needs of staff, analyze student data, provide instructional support through classroom observations, grade level meetings and mentoring.	Assistant Superintendent Principal Region 7 ESL/LEP Specialist Teachers ESL Teacher	ESC VII Contract	August 2016 through June 2017	100% participation of teachers	

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 2016-2017, all students will be taught by state certified teachers.

Summative Assessment: Accomplishment of objective as measured by STAAR results and State Certified 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 ▪ Professional Development Cooperative ▪ Title I Contracted Services ▪ Head Start Cooperative ▪ Special Education Services ▪ Migrant SSA • Title III • ELAR with Patsy Ramirez • Math with Stacey Grant • ESL/LEP with Carmen Delgado 	SBDM Committee Assistant Superintendent Principal	Title I, Part A Title II, Part A Title III Title VI 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 2017 July 2018 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 highly qualified teachers.	Superintendent Assistant Superintendent	Local	Monthly	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"> ▪ TEPSA ▪ ATPE 	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 Principal	Local	September 2016	100% of substitute teachers will participate.	
Provide district/campus new staff orientation and mentoring.	Assistant Superintendent Principal	Local	August 2016 January 2017	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	100% of external doors will be accessible through security system	
Continue classroom activities to support and enforce health and safety. <ul style="list-style-type: none"> • Fire Prevention Week • Catch curriculum – Health / P.E. • Red Ribbon Week • My Future Mondays • Character Education Focus Each Six Weeks – Responsibility, Respect, Generosity, Cooperation, Perseverance, and Honesty 	Principal Counselor Teachers	Title I, Part A	Monthly	100% of students will have opportunity to participate	
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 • Racial Sensitivity • Poverty 	Assistant Superintendent Principal Counselor	Local	Monthly	100% of teachers will participate.	
Ensure each campus has trained Crisis Prevention Intervention team. <ul style="list-style-type: none"> • Lori Hooton • Kimberly Vititow • Gina Holland • Amber Wilson • Gilda King 	Principal	Special Education Local	August 2016 January 2017	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 ○ Star Student Awards ○ Awards Assemblies ○ Capturing Kids' Hearts Program ○ My Future Mondays 	Principal Counselor Teachers	Local	Weekly	10% decrease in discipline referrals annually	
Utilize random dog searches for illegal substances.	Superintendent	Local	Monthly	100% of searches will result in no contraband found	
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, 	Principal Counselor	Title I, Part A Title II Title VI Local	Monthly	10% decrease in discipline referrals each six weeks.	

<ul style="list-style-type: none"> • Generosity, Cooperation, Honesty, and Perseverance • Capturing Kids' Hearts Program • Use of Positive Office Referrals 					
<p>Continue to require and provide CPR/First Aid training.</p> <ul style="list-style-type: none"> ▪ Central Office Administrators ▪ Principals ▪ Campus Secretaries ▪ Coaches 	Assistant Superintendent Nurses	Local	August 2016 May 2017	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.	
<p>Support and enforce health and safety for staff and students.</p> <ul style="list-style-type: none"> • SHAC – District Wellness Plan • Red Ribbon Week 	Superintendent Assistant Superintendent Principal School Nurse SHAC Committee	Title 1, Part A	Monthly	10% decrease in discipline referrals annually	
<p>Provide opportunities for students to participate in campus activities and demonstrate campus pride and character:</p> <ul style="list-style-type: none"> • Daily Announcements • Flag Duty • CKH – Good Things 	Principal Teachers	Local	Daily/Monthly	100% of students will have opportunity to participate	
Continue Capturing Kids' Heart Program to build positive, productive, trusting relationships among staff and students.	Assistant Superintendent Principal Teachers Paraprofessionals	Title 1 Title VI	August 2016 through June 2017	100% of teachers will be trained	
<p>Educate all students in the least restrictive environment, with the goal of all students being successful in the mainstream classroom, through the following behavioral interventions:</p> <ul style="list-style-type: none"> • Positive Behavioral Intervention Strategies • Sensory Room • Redirection Room & Redirect Staff • Goal Setting and Review • JKHOPE • Mentoring • Social Skills Training • Counseling • Circle of Friends 	Principal Counselor Teachers Special Ed. Staff Paraprofessionals	Local	August 2016 through June 2017	10% decrease in discipline referrals annually	

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	Monthly	96% attendance rate or higher each six weeks.	
Provide student incentives for exemplary attendance. <ul style="list-style-type: none"> • Business Coupons • Awards 	Principal Teachers	Local	August 2016 through June 2017	96% or greater of students will be in attendance each six weeks.	
Provide student recognition for positive choices and improvements <ul style="list-style-type: none"> • Capturing Kids' Hearts Affirmations • Star Student Awards 	Principal Teachers	Local	August 2016 through June 2017	100% of students will opportunity	
Contact parents regarding student tardies.	Principal Teachers	Local	Monthly	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 	Assistant Superintendent Principal	Local	August 2016 through June 2017	100% of teachers will participate. 100% of eligible students will be identified and have opportunity to participate.	
Implement My Future Mondays to encourage students to set goals for future career and/or college degree. Professional staff will create and share digital presentations highlighting colleges and various careers.	Principal Counselor Teachers	Local	August 2016 through June 2017	100% of students will participate	



Changing the World One Student at a Time