

Grand Saline Independent School District

Grand Saline Elementary School Plan of Action

2011-2012



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
- **Candi Haisten**, Head Start Teacher – 2011-2012
- **Lauren Youngblood**, Kindergarten Teacher – 2010 – 2011, 2011 – 2012
- **Marilyn Smith**, First Grade Teacher – 2010 – 2011, 2011-2012
- **Patsy Jarmon**, Second Grade Teacher – 2011 – 2012
- **Tracy Browning**, Professional Support Teacher – 2011 - 2012
- **Nancye Scott**, Paraprofessional – 2010-2011, 2011-2012
- **Gina Holland**, Paraprofessional – 2011-2012
- **Claudia Rogers**, Community Representative – 2011-2012
- **Janice Vaillencourt**, Business Representative – 2011 – 2012
- **Amber Brown**, Parent Representative – 2011 – 2012

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 Campus Plan of Action.

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

Findings: Refer to Academic Performance Charts (pgs 5-7)

- Reading performance for the Hispanic and Special Ed subgroup is below state performance standards.
- Math performance was below state standards for all students except grades 10-11.
- The district, MS, and Intermediate campus missed AYP for Reading and Math Performance.
- The district exceeds standards in Reading, Writing/ELA, Science and Social Studies at Grades 7-11.
- English Language Learners Progress Indicator falls below state standards by 14%. Emphasis on increasing performance for all LEP students is needed.
- The district exceeded state standards in Completion Rate, Dropout Rate, and College Readiness for 2010.
- The district did not meet standards for SAT/ACT and Advanced Course/Dual Enrollment.

Components of a Title I Schoolwide 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 1

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.

Academic Performance Chart

Grade 3	State 2011	GSISD 2011	AfAm	His	White	SPED	EconDis	LEP	At Risk	State 2010	GSISD 2010
Reading	90	94	*	89	95	80	91	82	81	92	87
Math	88	75	*	53	82	60	69	45	44	87	70
Writing/ELA											
Science											
Social Std											
Grade 4	State 2011	GSISD 2011	AfAm	His	White	SPED	EconDis	LEP	At Risk	State 2010	GSISD 2010
Reading	86	78	*	62	83	50	69	20	66	86	88
Math	89	73	*	71	74	60	73	20	47	89	91
Writing/ELA	91	78	*	80	76	43	76	60	66	92	92
Science											
Social Std											
Grade 5	State 2011	GSISD 2011	AfAm	His	White	SPED	EconDis	LEP	At Risk	State 2010	GSISD 2010
Reading	87	86	*	90	83	71	85	*	67	86	81
Math	86	71	*	70	72	71	62	*	43	86	71
Writing/ELA											
Science	86	84	*	80	85	75	80	*	67	87	72
Social Std											
Grade 6	State 2011	GSISD 2011	AfAm	His	White	SPED	EconDis	LEP	At Risk	State 2010	GSISD 2010
Reading	85	72	*	57	77	71	65	*	54	86	77
Math	83	56	*	33	63	86	49	*	32	83	65
Writing/ELA											
Science											
Social Std											
Grade 7	State 2011	GSISD 2011	AfAm	His	White	SPED	EconDis	LEP	At Risk	State 2010	GSISD 2010
Reading	86	89	*	78	90	> 99	84	*	78	86	92
Math	81	66	*	56	69	57	63	*	44	82	75
Writing/ELA	93	97	*	> 99	99	86	97	*	94	94	99
Science											
Social Std											

Grade 8	State 2011	GSISD 2011	AfAm	His	White	SPED	EconDis	LEP	At Risk	State 2010	GSISD 2010
Reading	89	95	*	86	98	86	90	*	83	91	92
Math	80	71	*	81	65	57	64	*	38	81	73
Writing/ELA											
Science	79	85	*	85	85	88	81	*	72	78	85
Social Std	95	> 99	*	> 99	> 99	> 99	> 99	*	> 99	94	94
Grade 9	State 2011	GSISD 2011	AfAm	His	White	SPED	EconDis	LEP	At Risk	State 2010	GSISD 2010
Reading	89	97	*	80	> 99	> 99	94	*	91	92	96
Math	72	59	*	55	60	38	53	*	40	72	74
Writing/ELA											
Science											
Social Std											
Grade 10	State 2011	GSISD 2011	AfAm	His	White	SPED	EconDis	LEP	At Risk	State 2010	GSISD 2010
Reading											
Math	75	82	*	64	87	89	75	*	58	75	88
Writing/ELA	91	91	*	90	91	> 99	88	*	76	91	97
Science	76	81	*	55	86	78	68	*	61	75	81
Social Std	93	84	*	80	84	> 99	87	*	71	93	93
Grade 11	State 2011	GSISD 2011	AfAm	His	White	SPED	EconDis	LEP	At Risk	State 2010	GSISD 2010
Reading											
Math	90	94	*	> 99	93	> 99	88	*	73	88	89
Writing/ELA	94	96	*	> 99	95	73	96	*	85	93	97
Science	90	93	*	85	95	90	92	*	75	90	95
Social Std	98	99	*	> 99	98	90	96	*	92	97	97

All numbers represent percents (%).

(*) Indicates results that are masked due to small numbers to protect student confidentiality.

Indicates the district meets or exceeds the state standard.

	Class of 2009	Class of 2009	Class of 2010	Class of 2010
Completion Rate	89.2%	86.5%	91.4%	97.6%
SAT/ACT Tested	61.5%	58.9%	62.2%	53.6%
Annual Dropout Rate Gr.7-8	0.3%	0.0%	0.2%	0.0%
Annual Dropout Rate Gr. 9-12	2.9%	1.4%	2.4%	0.9

College Readiness	Class of 2009	Class of 2009	Class of 2010	Class of 2010
RHSP/DAP Graduates	82.5%	89.2%	82.7%	83.1%
Advanced Course/Dual Enrollment	24.6%	15.6%	26.3%	15.6%

Accountability	2011 State	2011 Federal
Grand Saline ISD	Academically Acceptable	Missed AYP Reading (Performance) and Math (Performance)
Grand Saline High School	Academically Acceptable	Meets AYP
Grand Saline Middle School	Academically Acceptable	Missed AYP Reading (Performance) and Math (Performance)
Grand Saline Intermediate School	Academically Acceptable	Missed AYP Reading (Performance) and Math (Performance)
Grand Saline Elementary School	Academically Acceptable	Meets AYP

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 TAKS, TAKS A, TAKS M, and TAKS 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 DRA Assessments 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	Title II, Part D	October 2011 December 2011 February 2012 April 2012 May 2012	90% 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 P K-12.	Curriculum Director Principal Teachers	Local SCE	October 3, 2011 Nov. 11, 2011 January 17, 2012 March 5, 2012 April 24, 2012 June 1, 2012	90% 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 ▪ Waterford Early Learning • Orchard Software • Rite Flight • Small Group Setting • One-on-One Instruction 	Curriculum Director Principal Counselor Teachers	Title I, Part A Title II, Part A Local	October 3, 2011 Nov. 11, 2011 January 17, 2012 March 5, 2012 April 24, 2012 June 1, 2012	90% 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"> • TPRI & 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 1-2 	Principal Teachers Interventionists	Title II, Part D	August 2011 Through June 2012	90% 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	SCE	October 3, 2011 Nov. 11, 2011 January 17, 2012 March 5, 2012 April 24, 2012 June 1, 2012	90% 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	Title V, Part A Title I, Part A Local	December 2011 May 2012	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 2011 January 2012 May 2012	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.	Fed/Sp Programs Principal Counselors Teachers	GT ESC 7 Local	December 2011 May 2012	100% of eligible students will be identified and have opportunity to participate.	
Continue to provide activities enabling students to smoothly transition from the home to school, from campus to campus, and from school to work. <ul style="list-style-type: none"> • Head Start / Kindergarten Transition Meetings • End of the year visit to Intermediate campus for 2nd Grade • Parent Communication Letters / Newsletters • Conferences 	Curriculum Director Fed/Sp Programs Director. Principal Counselors	Title I, Part A Head Start CATE Local	April 2012 May 2012	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 • Pre-K / Kindergarten Round-up • Report Card Nights • School-wide family projects • Book Fairs 	Curriculum Director Fed/Sp Programs Director Principal Counselors	Title I, Part A CATE Local	Monthly	100% of parents will have opportunity to participate.	
Provide parents access to student grades via the internet.	Principal Technology Staff	Local	October 3, 2011 Nov. 11, 2011 January 17, 2012 March 5, 2012 April 24, 2012 June 1, 2012	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 hands-on activities.	Principal Teachers	Local	August 2011 – June 2012	100% of teachers will increase time allotment.	

<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 DRA & Guided Reading ▪ Reading Renaissance ▪ Waterford Early Learning Software • Orchard Software • Rite Flight • Small Group Setting • One-on-One Instruction 	<p>Fed/Sp Programs Director Principal Counselors Teachers</p>	<p>Title II, Part D Local</p>	<p>October 3, 2011 Nov. 11, 2011 January 17, 2012 March 5, 2012 April 24, 2012 June 1, 2012</p>	<p>No More than 2% of district enrollment will be identified as Special Education students taking TAKS M.</p>	
<p>Provide parents access to student grades via the internet.</p>	<p>Principal Technology Staff</p>	<p>Local</p>	<p>October 3, 2011 Nov. 11, 2011 January 17, 2012 March 5, 2012 April 24, 2012 June 1, 2012</p>	<p>100% of parents will have the opportunity to 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 DRA & Guided Reading ▪ Reading Renaissance ▪ Waterford Early Learning Software • Orchard Software • Rite Flight • Small Group Setting • One-on-One Instruction 	<p>Fed/Sp Programs Director Principal Counselors Teachers</p>	<p>Title II, Part D Local</p>	<p>October 3, 2011 Nov. 11, 2011 January 17, 2012 March 5, 2012 April 24, 2012 June 1, 2012</p>	<p>No More than 2% of district enrollment will be identified as Special Education students taking TAKS 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 – 3 Days Per Week /30 min. • Math – 3 Days Per Week / 30 min. 	<p>Principal Teachers Interventionists</p>	<p>Local</p>	<p>August 2011 Through June 2012</p>	<p>90% 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 ▪ Rite Flight <p>Reading I course for students qualifying for dyslexia services, LEP students, and struggling readers.</p>	<p>Fed/Sp Programs Director Principal</p>	<p>Title I, Part A Local</p>	<p>August 2011 January 2012</p>	<p>90% of participating students will master a minimum of 70% of tested objectives.</p>	
<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 	<p>Curriculum Director Principal Teachers</p>	<p>Title I, Part A Local</p>	<p>October 3, 2011 Nov. 11, 2011 January 17, 2012 March 5, 2012 April 24, 2012 June 1, 2012</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 • DMACC • ESC 7 	<p>Federal Programs Director Curriculum Director Principal Teachers</p>	<p>Title I, Part A</p>	<p>October 3, 2011 Nov. 11, 2011 January 17, 2012 March 5,2012 April 24, 2012 June 1, 2012</p>	<p>100% of faculty will participate.</p>	
<p>SIP (5.) 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>Federal Programs Director Curriculum Director Principal Teachers</p>	<p>Title I, Part A Local</p>	<p>October 3, 2011 Nov. 11, 2011 January 17, 2012 March 5,2012 April 24, 2012 June 1, 2012</p>	<p>90% of participating students will master a minimum of 70% of tested objectives.</p>	
<p>SIP (7.)Specify the responsibilities of the 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 ESC 7 and ESC 7 will provide training to the district • TEA will provide TETN training 	<p>Superintendent Federal Programs Director Curriculum Director Principal</p>	<p>Local</p>	<p>October 3, 2011 Nov. 11, 2011 January 17, 2012 March 5,2012 April 24, 2012 June 1, 2012</p>	<p>All faculty will attend staff development.</p>	

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 TAKS, SDAA II, 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 	Federal/Sp Programs Curriculum Director Principal	Title I, Part A Local	August 2011 January 2012	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	January 2012	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 2011 January 2012 May 2012	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 2011 January 2012 June 2012	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 	Federal/Sp Programs Curriculum Director Principal Counselors	Title III, SSA Local	January 2012 June 2012 August 2012	100% Participation of Certified Staff in ELPS training.	

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 2011-2012, all students will be taught by highly qualified teachers.

Summative Assessment: Accomplishment of objective as measured by TAKS and SDAA II 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	August 2011 May 2012 June 2012 July 2012 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"> ▪ TEP SA ▪ ATPE 	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	August 2011	100% of substitute teachers will participate.	
Provide district/campus new staff orientation and mentoring.	Curriculum Director Principal	Local	August 2011 January 2012	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
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 Counselor	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 	Principal Counselor Behavior Specialist	Title I, Part A Title II, Part A Title II, Part D Title IV, Part A Local	August 2011 January 2012	100% of teachers will participate.	
Ensure each campus has trained Crisis Prevention Intervention team. <ul style="list-style-type: none"> • Rhonda Orren • Brenda Miller • Jane Siebenthaler • Julie Surratt • Melisia Foster • Angela Brown • Tonya Lowder • Michelle Lewis • Linda Eiland • Paula Bates • Nancye Scott • Dot Perritt • Tracy Hendrix • Shadera Chaney • Lisa Page 	Curriculum Director Principal	Special Education Local	August 2011 January 2012	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 ○ Semester Awards 	Principal 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 Counselor	Title IV, Part A Local	Monthly	15% decrease in discipline referrals each six weeks.	
Provide security cameras in campus hallways.	Superintendent Principal	Local	October 3, 2011 Nov. 11, 2011 January 17, 2012 March 5, 2012 April 24, 2012 June 1, 2012	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 2011 May 2012	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.	

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	Local	October 3, 2011 Nov. 11, 2011 January 17, 2012 March 5, 2012 April 24, 2012 June 1, 2012	96% attendance rate or higher each six weeks.	
Provide student incentives for perfect attendance. <ul style="list-style-type: none"> • Business Coupons • Awards 	Principals	Local	October 3, 2011 Nov. 11, 2011 January 17, 2012 March 5, 2012 April 24, 2012 June 1, 2012	96% or greater of students will be in attendance each six weeks.	
Provide staff with training on identifying, supporting, and monitoring student groups. <ul style="list-style-type: none"> • Dyslexia and Related Disorders • Limited English Proficient • Special Education • Gifted and Talented • At-Risk • Economically Disadvantaged • RTI 	Curriculum Director Principal	Local	August 2009 February 2010	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 2009	100% of migrant students will be identified and served.	



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