

# Grand Saline High School

## Plan of Action 2013-2014



### **Vision Statement**

## **Changing the World One Student at a Time**

### **Mission Statement**

The Grand Saline Independent School District, in partnership with parents, community members and businesses, provides a safe, caring and motivational learning environment enabling all students to reach their educational, social and emotional potential. These factors empower graduates to become life-long learners, which in turn allow them to be globally competitive, successful, productive patriotic members of an every-changing society.

The campus site-based decision-making committee collaboratively developed the 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 Plan of Action. The following funding sources support the objectives and strategies identified in the Plan of Action: Title I, Part A; Title I, Part C; Title II, Part A; Title II, Part D; Title III; Title IV, Part A; Title V, Part A; Title VI, Part B, Subpart II; Special Education; Gifted & Talented; CTE; Optional Extended Year Program; Tobacco Compliance Grant; State Compensatory Education; and Local.

## **Campus Site-Based Decision-Making Committee Members**

- **Ricky LaPrade**, High School Non-Teaching Professional, Chairman
- **Robin Goff**, Non-Teaching Professional
- **Shari Sauseda**, High School Teacher
- **Paul Trent**, High School Teacher
- **Kyle White**, High School Teacher
- **Carla Biondillo**, High School Teacher
- **Scott Brown**, High School Teacher
- **Ramona Rucker**, High School Teacher
- **Ginny Stanley**, Parent Representative
- **Lynn Gray**, Community Representative
- **Lisa Morrison**, Community Representative
- **William Bolch**, Assistant Principal

# 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, TAKS-I, LDAA, AYP, PBMAS, and SAT/ACT
- Program Evaluations
- Stakeholder Surveys
- Discipline Reports
- Formative Assessment Data
- Staffing Needs
- Professional/Paraprofessional Training Needs
- Norm-referenced Tests
- Promotion/Retention Rates
- Informal Evaluations

## Findings

- The high school campus received a rating of Met Standard in State Accountability.
- The high school received 2 distinctions designation in Academic Achievement in Mathematics and Top 25 Percent Progress.
- In System Safeguards Writing performance was below state standards for economically disadvantaged writing.
- ACT average score rose from 20.4 to 22.8 but number of testers was down. English rose from 19.8 to 22.1, Math from 21.2 to 22.1, Reading from 20.1 to 23.9, and Science from 20 to 22.1.
- A

## Components of a 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      |  |                                   |

**TEXAS EDUCATION AGENCY**  
**2013 Accountability Summary**  
 GRAND SALINE H S (234904001) - GRAND SALINE ISD

**Accountability Rating**

**Met Standard**

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

**Distinction Designation**

**Academic Achievement in Reading/ELA**

Percent of Eligible Measures in Top Quartile  
 1 out of 5 = 20%

**NO DISTINCTION EARNED**

**Academic Achievement in Mathematics**

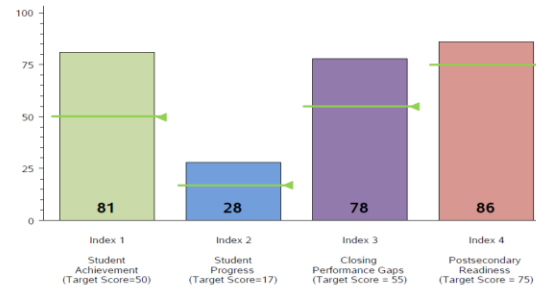
Percent of Eligible Measures in Top Quartile  
 2 out of 5 = 40%

**DISTINCTION EARNED**

**Top 25 Percent Student Progress**

**DISTINCTION EARNED**

**Performance Index Report**



**Campus Demographics**

|                                    |              |
|------------------------------------|--------------|
| Campus Type                        | High School  |
| Campus Size                        | 301 Students |
| Grade Span                         | 09 - 12      |
| Percent Economically Disadvantaged | 47.8%        |
| Percent English Language Learners  | 2.0%         |
| Mobility Rate                      | 14.8%        |

**Performance Index Summary**

| Index                        | Points Earned | Maximum Points | Index Score |
|------------------------------|---------------|----------------|-------------|
| 1 - Student Achievement      | 883           | 1,091          | 81          |
| 2 - Student Progress         | 385           | 1,400          | 28          |
| 3 - Closing Performance Gaps | 777           | 1,000          | 78          |
| 4 - Postsecondary Readiness  | 343.1         | 400            | 86          |

**System Safeguards**

| Number and Percent of Indicators Met |                           |
|--------------------------------------|---------------------------|
| Performance Rates                    | 19 out of 20 = 95%        |
| Participation Rates                  | 8 out of 8 = 100%         |
| Graduation Rates                     | 3 out of 3 = 100%         |
| <b>Total</b>                         | <b>30 out of 31 = 97%</b> |

For further information about this report, please see the Performance Reporting Division web site at <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

# ACADEMIC PERFORMANCE CHART



## STAAR Demographic Indicators-Student Achievement **\*\* BETA \*\*** for GRAND SALINE H S

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

| STAAR             |             |         |          |             |         |          |                |         |          |         |         |          |         |         |          |
|-------------------|-------------|---------|----------|-------------|---------|----------|----------------|---------|----------|---------|---------|----------|---------|---------|----------|
| SubPopulation     | Reading/ELA |         |          | Mathematics |         |          | Social Studies |         |          | Science |         |          | Writing |         |          |
|                   | Tested      | LII Sat | LII Sat% | Tested      | LII Sat | LII Sat% | Tested         | LII Sat | LII Sat% | Tested  | LII Sat | LII Sat% | Tested  | LII Sat | LII Sat% |
| All Students      | 171         | 133     | 78       | 169         | 138     | 82       | 173            | 148     | 86       | 156     | 134     | 86       | 174     | 98      | 56       |
| Native American   | 1           | 1       | 100      | 1           | 1       | 100      | 1              | 1       | 100      | 1       | 1       | 100      | 1       | 0       | 0        |
| African American  | 2           | 0       | 0        | 2           | 0       | 0        | 2              | 1       | 50       | 1       | 1       | 100      | 1       | 0       | 0        |
| Hispanic          | 36          | 28      | 78       | 34          | 32      | 94       | 37             | 30      | 81       | 33      | 29      | 88       | 38      | 21      | 55       |
| White             | 127         | 100     | 79       | 128         | 101     | 79       | 129            | 112     | 87       | 117     | 99      | 85       | 129     | 73      | 57       |
| Two or More Races | 4           | 3       | 75       | 4           | 4       | 100      | 4              | 4       | 100      | 4       | 4       | 100      | 4       | 3       | 75       |
| ECD               | 79          | 53      | 67       | 75          | 55      | 73       | 77             | 61      | 79       | 64      | 51      | 80       | 79      | 38      | 48       |
| Special Education | 12          | 6       | 50       | 11          | 5       | 45       | 13             | 6       | 46       | 7       | 4       | 57       | 12      | 4       | 33       |

| TAKS              |             |         |          |             |         |          |                |         |          |         |         |          |         |         |          |
|-------------------|-------------|---------|----------|-------------|---------|----------|----------------|---------|----------|---------|---------|----------|---------|---------|----------|
| SubPopulation     | Reading/ELA |         |          | Mathematics |         |          | Social Studies |         |          | Science |         |          | Writing |         |          |
|                   | Tested      | LII Sat | LII Sat% | Tested      | LII Sat | LII Sat% | Tested         | LII Sat | LII Sat% | Tested  | LII Sat | LII Sat% | Tested  | LII Sat | LII Sat% |
| All Students      | 63          | 61      | 97       | 61          | 52      | 85       | 62             | 61      | 98       | 62      | 58      | 94       | 0       | 0       | 0        |
| Hispanic          | 14          | 13      | 93       | 13          | 9       | 69       | 14             | 13      | 93       | 14      | 12      | 86       | 0       | 0       | 0        |
| White             | 49          | 48      | 98       | 48          | 43      | 90       | 48             | 48      | 100      | 48      | 46      | 96       | 0       | 0       | 0        |
| ECD               | 28          | 26      | 93       | 26          | 20      | 77       | 27             | 26      | 96       | 27      | 24      | 89       | 0       | 0       | 0        |
| Special Education | 5           | 4       | 80       | 5           | 3       | 60       | 5              | 5       | 100      | 5       | 3       | 60       | 0       | 0       | 0        |

| All Students            | Reading/ELA         | Mathematics | Social Studies | Science | Writing | Total |     |   |     |   |      |
|-------------------------|---------------------|-------------|----------------|---------|---------|-------|-----|---|-----|---|------|
| Met Phase-in 1 Level II | 194                 | +           | 190            | +       | 209     | +     | 192 | + | 98  | = | 883  |
| Students Tested         | 234                 | +           | 230            | +       | 235     | +     | 218 | + | 174 | = | 1091 |
| Index                   | 883 divided by 1091 |             |                |         |         |       |     |   |     |   | 81   |

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

|                                 | Class of 2011 | Class of 2012 |
|---------------------------------|---------------|---------------|
| Completion Rate                 | 97.6%         |               |
| RHSP/DAP Graduates              | %             | 78.9%         |
| SAT/ACT Tested                  | 53.6%         | 61.0          |
| 4-Year Graduation Rate          | 96.6%         | 87.8%         |
| 5-Year Extended Graduation Rate | 95.5%         |               |
| Annual Dropout Rate             | 0.6%          | 2.2%          |

# Title I, Part A LEA School Improvement

## District, Stage 2

### District Improvement Plan: SIP requirements 1-9

The plan shall—

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

**Goal:** Grand Saline ISD will have high expectations for student achievement and student behavior thus enabling students to graduate with marketable academic skills and strong self-worth.

**Objective 1:** By 2014, all students will reach high standards, at a minimum attaining proficiency or better in Reading/ELA, Math, Writing, Science, and Social Studies as identified by the Academic Performance Chart.

**Summative Assessment:** Accomplishment of objective as measured by STAAR, STAAR M, STAAR ALT TAKS and TELPAS results.

**Title I Schoolwide Components: 2, 3, 6, 7, 8, 9, 10**

| Strategy  | Person Responsible   | Resources                                    | Timeline  | Formative Assessment  | Notes   |
|---|--|--|---|---|---|
| Utilize DMAC/TEKSCORE for progress monitoring in Reading/ELA, Math, Science, and Social Studies and one subject in non-core areas. Meetings with core teachers regarding progress monitoring to discuss progress, planned interventions, data disaggregation, and tutorials.  | Principal<br>Assistant Principal<br>Lead Teachers<br>Curriculum Director             | Title II, Part D                             | September 2013<br>October 2013<br>December 2013<br>January 2014<br>March 2014<br>April 2014 | 100% of students will master a minimum of 70% of tested objectives.   | Score reports sent home with student on progress monitoring assessment. |
| Provide additional support for students not achieving expectations through before-school, after-school program, monitoring/activity period and extended year programs in core content areas. <ul style="list-style-type: none"> <li>Provide summer tutorials for those failing the TAKS/STAAR test.</li> <li>Provide interventions for students not meeting satisfactory performance on progress monitoring assessment.</li> <li>Provide interventions for students not meeting level 2 on prior year EOC.</li> <li>Odyssey Ware credit recovery program</li> </ul> | Principal<br>Assistant Principal<br>Counselor<br>Teachers                            | OEYP<br>Local<br>SCE                         | Weekly  | 100% of students will master a minimum of 70% of tested objectives.   | Score reports sent home with student on progress monitoring assessment. |
| <ul style="list-style-type: none"> <li>Utilize State Assessment software for data disaggregation. Utilize disaggregated data to target students not reaching expectations.</li> <li>DMAC</li> <li>TAKS/STAAR results</li> <li>AEIS report</li> </ul>  | Principal<br>Assistant Principal<br>Counselor<br>Teachers<br>Federal/Sp Programs Dir | Title II, Part D                             | Monthly   | 100% of teachers will have access to analyzed TAKS data when scores available to district.  |   |
| Continue research-based instructional intervention programs. <ul style="list-style-type: none"> <li>Reading improvement program as regular education setting</li> <li>Math/Science remediation classes for grades 9-12</li> <li>Provide tutorial supplemental materials through Region 4</li> <li>SAT/ACT class</li> <li>Odyssey Ware (credit recovery)</li> <li>Accelus math program</li> </ul>  | Principal<br>Assistant Principal<br>Teachers<br>Federal/Sp Programs Dir              | Title I, Part A<br>Title II, Part A<br>Local | Monthly   | 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. |   |
| Continue cross-curricular teaming of CTE and academic content teachers to foster integration of TEKS among disciplines.   | Principal<br>Assistant Principal<br>CTE Teachers<br>Counselor                        | CTE<br>Local                                 | Monthly   | 100% of CTE teachers will team with academic content teachers.  |   |
| Equip library with additional supplies and materials to enable teachers to more effectively integrate technology into the classroom. <ul style="list-style-type: none"> <li>AR Books</li> <li>IPOD's</li> <li>Research source books</li> <li>Software on ACT</li> </ul>   | Curriculum Director<br>Librarian<br>Federal/Sp Programs Dir                          | Local  | December 2013<br>May 2014   | 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.   | Federal/Sp Programs Dir<br>Principal<br>Assistant Principal                          | GT<br>Title I, Part A<br>Title II, Part A    | August 2013<br>January 2014<br>May 2014   | 100% of core content area teachers will complete GT training.   |   |

|   |   |  |  |   |  |
|---|---|--|--|---|--|
| <p>Continue Dual-Enrollment courses with Tyler Junior College</p> <ul style="list-style-type: none"> <li>▪ Pre-Cal/Calculus, College Algebra, Statistics</li> <li>▪ English</li> <li>▪ Government/Economics</li> <li>▪ Majors Biology, Anatomy &amp; Physiology</li> <li>▪ Health Science EMT (articulated course)</li> <li>▪ US History</li> </ul>   | <p>Principal<br/>Assistant Principal<br/>Counselor</p>  | <p>Local</p>                             | <p>August 2013<br/>January 2014<br/>August 2014<br/>January 2014</p> | <p>100% of students will master a minimum of 70% of tested objectives.</p> <p>100% of eligible students will be identified and have opportunity to participate.</p> |  |
| <p>Continue enrichment opportunities for GT students.</p> <ul style="list-style-type: none"> <li>• Field Trips (Physics Day, Renaissance Fair, Dallas Art Institute)</li> <li>• Software for ACT/SAT Review</li> <li>• Steem program with Texas A &amp; M Commerce</li> </ul>   | <p>Federal/Sp Programs Dir<br/>Principal<br/>Assistant Principal<br/>Counselor<br/>Teachers</p>           | <p>GT<br/>Local</p>                      | <p>December 2013<br/>May 2014</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, and from school to work.</p> <ul style="list-style-type: none"> <li>• 9<sup>th</sup> Grade Orientation</li> <li>• Indian Pride Nights</li> <li>• Career Day</li> <li>• College Day</li> <li>• Career Choice Materials in Counselor's office</li> <li>• FAFSA meeting with TJC Reps</li> <li>• Job Shadowing Program</li> <li>• Student Advocates Program</li> <li>• UT Tyler Mobile Go Center</li> </ul> | <p>Principal<br/>Assistant Principal<br/>Counselor<br/>Federal/Sp Programs Dir</p>                        | <p>Title I, Part A<br/>CTE<br/>Local</p> | <p>Throughout the<br/>year</p>                                       | <p>100% of students will have opportunity to participate.</p>   |  |
| <p>Continue to provide opportunities for parents to be partners in education.</p> <ul style="list-style-type: none"> <li>• Parent Booster Club</li> <li>• Campus/District SBDM Committees</li> <li>• Parent Conferences</li> <li>• Parent Meetings</li> <li>• Scholarship Information Night</li> <li>• Financial Aid Night (TJC Representatives Available)</li> <li>• Indian Pride Night</li> </ul>   | <p>Principal<br/>Assistant Principal<br/>Counselor<br/>Federal/Sp Programs Dir</p>                        | <p>Title I, Part A<br/>CTE<br/>Local</p> | <p>Monthly</p>   | <p>100% of parents will have opportunity to participate.</p>  |  |
| <p>Provide parents access to student grades via the internet.</p> <ul style="list-style-type: none"> <li>• Gradespeed/School Web Site accessibility</li> <li>• Orientation for new teachers</li> </ul>  | <p>Curriculum Director</p>  | <p>Local</p>                             | <p>Weekly</p>  | <p>100% of parents will have the opportunity to participate.</p>  |  |
| <p>Offer Reading 1 &amp; 2 courses for students qualifying for dyslexia services, LEP students, and struggling readers.</p>   | <p>Principal<br/>Assistant Principal<br/>Federal/Sp Programs Dir</p>                                      | <p>Title I, Part A<br/>Local</p>         | <p>2013-2014</p>   | <p>100% of participating students will master a minimum of 70% of tested objectives.</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 &amp; weekly meetings to discuss plans</li> <li>• Administrator Walk-Through Visits/Learning Walks</li> <li>• Regularly Scheduled Faculty Meetings With Required Attendance</li> </ul>  | <p>Principal<br/>Assistant Principal<br/>Teachers<br/>Curriculum Director<br/>Federal/Sp Programs Dir</p> | <p>Title I, Part A<br/>Local</p>         | <p>2013-2014</p>   | <p>100% of faculty will participate.</p>  |  |
| <p>Implement an inclusion model with at least one resource teacher and one inclusion teacher on each regular campus.</p> <ul style="list-style-type: none"> <li>• Content Mastery teacher that also checks on the students in the classroom.</li> </ul>   | <p>Superintendent<br/>Federal/Sp Programs Dir<br/>Principal<br/>Assistant Principal</p>                   | <p>Special Education<br/>Local</p>       | <p>2013-2014</p>   | <p>12% or higher of special education students will take TAKS only. 100% of teachers will have opportunity to participate.</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 STAAR, STAAR M, STAAR ALT, TAKS, and TELPAS results.

**Title I Schoolwide Components: 2, 3, 4, 5, 8, 9, 10**

| Strategy  | Person Responsible                                | Resources                | Timeline    | Formative Assessment   | Notes |
|---|---|--------------------------|-------------|--|-------|
| Participate in Title III SSA with Region VII ESC for services to ensure high academic standards for LEP students. <ul style="list-style-type: none"> <li>• Sheltered Instruction Training for all teachers</li> </ul> | Federal/Sp Programs Dir                           | Title III                | August 2013 | 100% of participants will provide documentation of attendance. |       |
| Provide Reading Improvement instruction for all LEP students as needed. <ul style="list-style-type: none"> <li>• Rosetta Stone</li> <li>• Acellus</li> </ul>  | Principal<br>Federal/Sp Programs Dir              | Title I, Part A<br>Local | 2013-2014   | 100% of LEP students will participate as needed.               |       |
| Pay testing and certification fees for all teachers acquiring new ESL certification.  | Principal<br>Federal/Sp Programs Dir              | Local                    | 2013-2014   | 100% of teachers will have opportunity to participate.         |       |
| Provide additional support for LEP students by requiring English I and English II in addition to ESL class.   | Principal<br>Counselor<br>Federal/Sp Programs Dir | Local                    | 2013-2014   | 100% of LEP students 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 3:** By 2014, all students will be taught by highly qualified teachers.

**Summative Assessment:** Accomplishment of objective as measured by STAAR, STAAR M, STAAR ALT, TAKS, TELPAS results and Highly Qualified Teacher Surveys.

**Title I Schoolwide Components: 3, 4, 5**

| Strategy  | Person Responsible   | Resources  | Timeline                    | Formative Assessment   | Notes |
|---|--|--|-----------------------------|--|-------|
| Provide capacity building, on-going staff development opportunities for all faculty and staff through Region VII ESC contracts. <ul style="list-style-type: none"> <li>• Leadership Development Cooperative</li> <li>• Math/Science Cooperative</li> <li>• Code VII GT Cooperative Advanced Academic Services</li> <li>• Professional Development Cooperative</li> <li>• Title I Contracted Services</li> <li>• Special Education Services</li> <li>• Migrant SSA</li> <li>• Title III SSA</li> </ul> | SBDM Committee<br>Curriculum Director<br>Principal<br>Federal/Sp Programs Dir                        | Title I, Part A<br>Title I, Part C<br>Title II, Part A<br>Title II, Part D<br>Title III<br>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<br>Principal  | Local  | 2013-2014                   | 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<br>Federal/Sp Programs Dir  | Title VI, Part B,<br>Subpart II<br>Local   | 2013-2014                   | 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"> <li>▪ CTE Summer Conferences</li> <li>▪ TASSP</li> <li>▪ Special Education Updates</li> <li>▪ Spanish Summer Conference</li> <li>▪ Technology Conference</li> <li>▪ Rachel's Challenge Conference</li> <li>▪ TASA Conference-school safety</li> </ul>   | SBDM Committee<br>Curriculum Director<br>Principal<br>Assistant Principal<br>Federal/Sp Programs Dir | Title I, Part A<br>Title II, Part A<br>Title II, Part D<br>CTE<br>Local                          | 2013-2014                   | 100% of participants will provide documentation of attendance. |       |
| Require all new substitute teachers to attend Substitute Teacher Training. <ul style="list-style-type: none"> <li>• Call certified subs first</li> </ul>  | Curriculum Director<br>Principal<br>Secretary  | Local  | August 2013<br>January 2014 | 100% of substitute teachers will participate.                  |       |
| Provide one-day new teacher orientation and mentoring.  | Principal  | Local  | August 2013<br>On-going     | 100% of new teachers will participate.                         |       |
| Campus principal will conduct walk-thru's, learning walks, and scripted observations. Principals will look for higher-level questions, thinking maps, Qwizdoms, and daily objectives. Enhance performance reviews and feedback, ensuring consistency among all administrators using PDAS, learning walks, walk-thru's, and score cards.   | Principal<br>Assistant Principal   | Local  | Weekly                      | 100% of 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 Schoolwide Components: 3, 4, 10**

| Strategy   | Person Responsible   | Resources  | Timeline    | Formative Assessment   | Notes |
|--|--|--|-------------|--|-------|
| Provide security cameras in campus hallways. <ul style="list-style-type: none"> <li>High School</li> <li>DAEP</li> </ul>   | Superintendent<br>Principal<br>Assistant Principal<br>DAEP Director<br>Federal/Sp Programs Dir | Local  | 2013-2014   | 15% decrease in discipline referrals each six weeks.   |       |
| Continue classroom activities to support and enforce health and safety. <ul style="list-style-type: none"> <li>First Aid Certification</li> <li>CPI Team training</li> <li>Fire Drills/Shelter-In-Place Drills</li> <li>Campfel Productions program with MS/HS students</li> <li>Morning announcements/daily challenge</li> </ul>              | Principal<br>Assistant Principal<br>Counselor<br>Federal/Sp Programs Dir                       | Title I, Part A  | Monthly     | 15% decrease in citations in "Minor in Possession of Tobacco Report" each month.<br><br>15% decrease in discipline referrals each six weeks. |       |
| Continue to provide alternative instructional settings with structured environments and credit recovery through OdysseyWare. <ul style="list-style-type: none"> <li>Van Zandt County Youth Multi-Service Center</li> <li>Van Zandt/Rains Alternative Education Cooperative</li> </ul>  | High School Principal<br>JJAEP Director<br>DAEP Director                                       | SCE<br>Local   | Monthly     | 100% of students will return to regular setting.   |       |
| Continue to address the following in faculty meetings. <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/Intervention</li> </ul> | Principal<br>Assistant Principal<br>Federal/Sp Programs Dir                                    | Title I, Part A<br>Title II, Part A<br>Title II, Part D<br>Local | 2013-2014   | 100% of teachers will participate.   |       |
| Continue to require and provide CPR/First Aid training. <ul style="list-style-type: none"> <li>Principal</li> <li>Campus Secretary</li> <li>Coaches, Band Director, &amp; Cheerleading Sponsor</li> <li>Identified CATE Teachers</li> <li>Bus Drivers</li> </ul>   | Federal/Sp Programs Dir<br>Nurse   | Local  | August 2013 | 100% of identified groups will participate.  |       |
| Ensure each campus has trained Crisis Prevention Intervention team. <ul style="list-style-type: none"> <li>Ricky LaPrade</li> <li>William Bolch</li> <li>Michael Ludlow</li> <li>Pam Martin</li> <li>Tiffani Mason</li> </ul>  | Principal<br>Assistant Principal<br>Federal/Sp Programs Dir                                    | Special Education<br>Local                                       | August 2013 | 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"> <li>Class Meetings</li> <li>Guest Speakers</li> <li>Student Council Programs</li> <li>6 Weeks rewards program</li> </ul>      | Principal<br>Assistant Principal<br>Teachers   | Local  | 2013-2014   | 15% decrease in discipline referrals each six weeks.   |       |
| Utilize random dog searches for illegal substances.  | Superintendent<br>Federal/Sp Programs Dir<br>Assistant Principal                               | Local  | Monthly     | 50% reduction in incidents of found contraband.  |       |

Implement a character education program to teach and reward good behavior.

- Planners with Character Education section
- Guest Speakers
- Student Council Programs
- Mentoring Program
- Incentives Program

Principal  
Principal  
Counselor  
Federal/Sp Programs Dir

Local

Monthly

15% decrease in discipline referrals each six weeks.

**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 Schoolwide Components: 2, 3, 4, 6, 9, 10**

| Strategy  | Person Responsible                                | Resources                | Timeline  | Formative Assessment  | Notes |
|---|---|--------------------------|---|---|-------|
| Continue to provide Pregnancy Related Services.   | Principal<br>Counselor<br>Federal/Sp Programs Dir | Local                    | 2013-2014   | 100% of eligible students stay enrolled in school and earn credits toward graduation.                                       |       |
| Provide student incentives for perfect attendance, good behavior. <ul style="list-style-type: none"> <li>▪ Semester Exam Exemptions</li> <li>▪ Perfect Attendance Awards/Drawings</li> <li>▪ Special Events Trips (Ranger games, movies, etc.)</li> <li>▪ Drawings for cash rewards</li> </ul>  | Principal   | Local                    | On-going  | 96% or greater of students will be in attendance each six weeks.  |       |
| Contact parents regarding student absences and file truancy complaints with the municipal court.  | Principal<br>Police Officer                       | Local                    | 2013-2014   | 96% attendance rate or higher each six weeks.   |       |
| Provide TAKS remediation courses in Reading/ELA, math, and Science for at-risk students. <ul style="list-style-type: none"> <li>• TAKS Math and Science Remediation Classes</li> <li>• Reading Class</li> <li>• After school tutorials in all areas</li> </ul>  | Principal<br>Federal/Sp Programs Dir              | Title I, Part A<br>Local | September 2013<br>November 2013<br>December 2013<br>February 2014<br>April 2014<br>May 2014 | 90% of participating students will master a minimum of 70% of tested objectives.  |       |
| Provide staff with training on identifying, supporting, and monitoring student groups. <ul style="list-style-type: none"> <li>• Dyslexia and Related Disorders</li> <li>• Limited English Proficient</li> <li>• Special Education</li> <li>• Gifted and Talented</li> <li>• At-Risk</li> </ul> Assure regular time and support for staff to engage in professional development and team collaboration. Sustained by principals through professional learning opportunities and in staff meetings. Core teachers use ½ day to disaggregate data, develop intervention lists and revamp scope and sequence. | Principal<br>Federal/Sp Programs Dir              | Local                    | 2013-2014   | 100% of teachers will participate.<br><br>100% of eligible students will be identified and have opportunity to participate. |       |
| Continue to provide students and parents career education to develop the knowledge, skills, and competencies necessary for a broad range of career opportunities. <ul style="list-style-type: none"> <li>• Higher Education Admissions and Financial Aid Resources and Opportunities up to \$1000 per year</li> <li>• TEXAS Grant Program</li> <li>• Teach for Texas Grant Program</li> <li>• Job Shadowing Program</li> </ul>  | Principal<br>Counselor<br>Federal/Sp Programs Dir | CTE<br>Local             | 2013-2014   | 100% of students will have access to information.   |       |
| Participate in Migrant SSA with Region VII ESC. <ul style="list-style-type: none"> <li>• Annual Training for Identification and Recruitment of Migrant Students</li> </ul>  | Federal/Sp Programs Dir                           | Title I, Part C          | August 2013   | 100% of migrant students will be identified and served.   |       |