

# Grand Saline High School

## Plan of Action 2015-2016



### 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
- **Oscar Cea**, High School Teacher
- **Carla Biondillo**, High School Teacher
- **Kristin Martin**, High School Teacher
- **Audra Phillips**, High School Teacher
- **Casey Cook**, High School Teacher
- **Emile Clifford**, High School Teacher
- **Donald Rightenour**, High School Teacher
- **Eva Carnes**, Parent Representative
- **Amanda Kindle**, Community Representative
- **William Bolch**, Assistant Principal
- **Debby Morse**, DCSI

# Comprehensive Needs Assessment

The following sources provided data for the comprehensive needs assessment. An in-depth review of data led to the development of the goal, objectives, and strategies included in the 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.
- In System Safeguards dropout rate was below state standards for the economically disadvantaged student group.
- In System Safeguards for federal accountability Reading and Math were not at the 83% target rate.
- ACT average score rose from 20.3 to 21.3 with 19 students testing compared to 20 the previous year. State ACT test average is 20.9
- SAT average test score was 1375 in 2015, up from 1325 in 2014. Critical Reading-449 up to 462, Math-470 down to 465, Writing-406 up to 448.

## Components of a Schoolwide Program

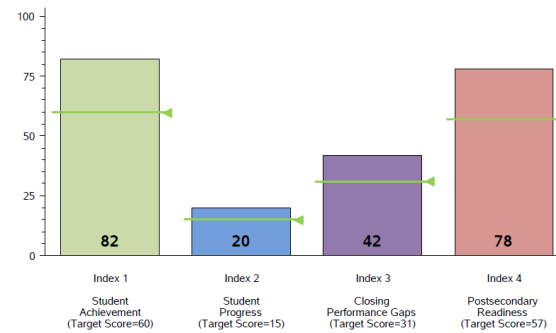
- |                                   |                                                    |                                   |
|-----------------------------------|----------------------------------------------------|-----------------------------------|
| 1. Comprehensive Needs Assessment | 2. Reform 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**  
**2015 Accountability Summary**  
 GRAND SALINE H S (234904001) - GRAND SALINE ISD

**Accountability Rating**  
**Met Standard**

Met Standards on	Did Not Meet Standards on
- Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness	- NONE
In 2015, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

**Performance Index Report**



**Performance Index Summary**

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	338	413	82
2 - Student Progress	120	600	20
3 - Closing Performance Gaps	336	800	42
4 - Postsecondary Readiness			
STAAR Score	11.9		
Graduation Rate Score	23.4		
Graduation Plan Score	21.1		
Postsecondary Component Score	21.5		78

**Distinction Designation**

Academic Achievement in Reading/ELA	NO DISTINCTION EARNED
Academic Achievement in Mathematics	NO DISTINCTION EARNED
Academic Achievement in Science	NO DISTINCTION EARNED
Academic Achievement in Social Studies	NO DISTINCTION EARNED
Top 25 Percent Student Progress	NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps	NO DISTINCTION EARNED
Postsecondary Readiness	NO DISTINCTION EARNED

**Campus Demographics**

Campus Type	High School
Campus Size	327 Students
Grade Span	09 - 12
Percent Economically Disadvantaged	48.0
Percent English Language Learners	2.1
Mobility Rate	18.1

**State System Safeguards**

Number and Percent of Indicators Met	
Performance Rates	13 out of 13 = 100%
Participation Rates	8 out of 8 = 100%
Graduation Rates	2 out of 3 = 67%
<b>Total</b>	<b>23 out of 24 = 96%</b>

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 H S (234904001) - GRAND SALINE ISD

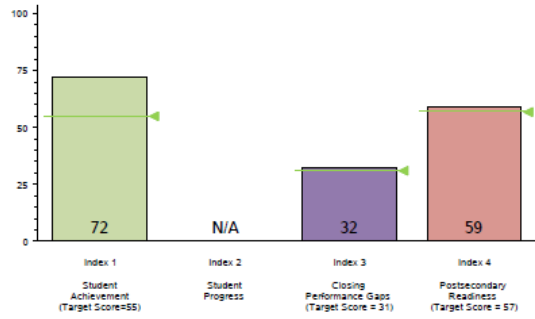
**Accountability Rating**  
**Met Standard**

Met Standards on	Did Not Meet Standards on
- Student Achievement - Closing Performance Gaps - Postsecondary Readiness	- NONE

**Distinction Designation**

Academic Achievement in Reading/ELA <b>NO DISTINCTION EARNED</b>
Academic Achievement in Mathematics <b>NO DISTINCTION EARNED</b>
Academic Achievement in Science <b>NO DISTINCTION EARNED</b>
Academic Achievement in Social Studies <b>NO DISTINCTION EARNED</b>
Top 25 Percent Student Progress <b>NOT ELIGIBLE</b>
Top 25 Percent Closing Performance Gaps <b>NO DISTINCTION EARNED</b>
Postsecondary Readiness <b>NO DISTINCTION EARNED</b>

**Performance Index Report**



**Campus Demographics**

Campus Type	High School
Campus Size	302 Students
Grade Span	09 - 12
Percent Economically Disadvantaged	45.4%
Percent English Language Learners	1.3%
Mobility Rate	19.3%

**Performance Index Summary**

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	321	448	72
2 - Student Progress	N/A	N/A	N/A
3 - Closing Performance Gaps	315	1,000	32
4 - Postsecondary Readiness			
STAAR Score	9.3		
Graduation Rate Score	23.4		
Graduation Plan Score	15.7		
Postsecondary Indicator Score	10.9		59

**System Safeguards**

Number and Percent of Indicators Met	
Performance Rates	13 out of 14 = 93%
Participation Rates	7 out of 7 = 100%
Graduation Rates	3 out of 3 = 100%
<b>Total</b>	<b>23 out of 24 = 96%</b>

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 H S (234904001) - GRAND SALINE ISD

**Accountability Rating**

**Met Standard**

Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> <li>- Student Achievement</li> <li>- Student Progress</li> <li>- Closing Performance Gaps</li> <li>- Postsecondary Readiness</li> </ul>	- 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**

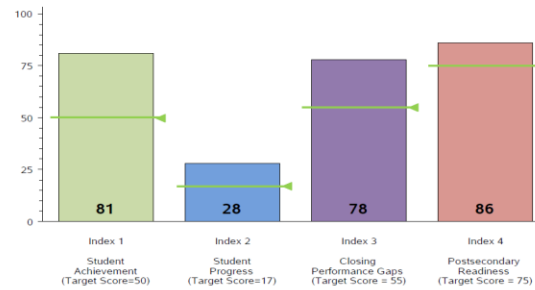
Percent of Eligible Measures in Top Quartile  
2 out of 5 = 40%

**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>

First Test Administration	2013	2013	2013	2013	2013
	Reading	Writing	Science	Social Studies	Math
All	83%	56%	88%	89%	83%
Hispanic	82%	55%	87%	84%	87%
White	84%	56%	88%	90%	82%
Economically Disadvantaged	74%	47%	82%	84%	74%

First Test Administration	2014	2014	2014	2014	2014
	Eng 1	Eng 2	Science	Social Studies	Math
All	69%	72%	88%	83%	63%
Hispanic	68%	50%	90%	72%	41%
White	68%	73%	87%	86%	70%
Economically Disadvantaged	58%	52%	89%	87%	54%

First Test Administration	2015	2015	2015	2015	2015
	Eng 1	Eng 2	Science	Social Studies	Math
All	75%	80%	97%	90%	85%
Hispanic	58%	74%	96%	NA	86%
White	82%	82%	97%	88%	85%
Economically Disadvantaged	68%	69%	94%	100%	86%

	Class of 2011	Class of 2012	Class of 2013	Class of 2014
Completion Rate	97.6%			
RHSP/DAP Graduates	%	78.9%		
SAT/ACT Tested	53.6%	61.0		
4-Year Graduation Rate	96.6%	87.8%	92.6%	88.8%
5-Year Extended Graduation Rate	95.5%		92.6%	
Annual Dropout Rate	0.6%	2.2%		

Accountability	2013 State	2013 Federal	2014 State	2014 Federal	2015 State	2015 Federal
Grand Saline High School	Met Standard-Missed system safeguard ECD-Writing		Met Standard-Missed system safeguard ECD-Writing and Math		Met Standard-Missed system safeguard ECD-Dropout rate	Missed HS graduation target for ECD; Missed target for Reading and Math

**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 2016, 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 Assistant Principal Lead Teachers	Title II, Part D	September 2015 October 2015 December 2015 January 2016 March 2016 April 2016	100% of students will master a minimum of 70% of tested objectives.	Students required to attend interventions that do not meet standard on the 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 after school tutorials in Math and ELA beginning 2<sup>nd</sup> six weeks. Parents of students needing to attend will be contacted.</li> <li>Identify incoming freshmen that performed low on 8<sup>th</sup> grade STAAR test and assign remedial STAAR class in Math and ELA.</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 Assistant Principal Counselor Teachers	Local SCE	Weekly	100% of students will master a minimum of 70% of tested objectives.	
<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>TAPR report</li> </ul>	Principal Assistant Principal Counselor Teachers Curriculum Director	Local	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>Provide Region 7 assistance from Stacey Grant and Patsy Ramirez</li> <li>SAT/ACT class</li> <li>Odyssey Ware (credit recovery)</li> <li>ProjectShare</li> <li>Rosetta Stone</li> </ul>	Principal Assistant Principal Teachers Federal/Sp Programs Dir	Title I, Part A Local	Monthly	100% of students will master a minimum of 70% of tested objectives.	
Continue cross-curricular teaming of CTE and academic content teachers to foster integration of TEKS among disciplines.	Principal Assistant Principal CTE Teachers Counselor	CTE Local	Monthly	100% of CTE teachers will team with academic content teachers.	
Equip library with additional supplies and materials to enable teachers to	Principal	Local	May 2016	100% of campuses will have	



more effectively integrate technology into the classroom. <ul style="list-style-type: none"> <li>• AR Books</li> <li>• IPAD's</li> <li>• Research source books</li> <li>• Software on ACT</li> </ul>	Curriculum Director Librarian			access to library materials.	
Increase writing and related activities in all classes. <ul style="list-style-type: none"> <li>• Require one writing sample from all classes each 6 weeks.</li> <li>• Use of journaling and process writing across all subjects.</li> <li>• Targeted writing strategies to be utilized in English and Social Studies classes</li> </ul>	Principal Assistant Principal Teachers	Local	On-going	Improved writing skills for all students.	
Implement 1:1 initiative with Chromebooks for students in grades 9-12	Principal Assistant Principal Teachers	Local	September 2015	Improved engagement and collaboration with students through the use of technology.	
Incorporate the following in ELA classes: <ul style="list-style-type: none"> <li>• Academic Word Walls</li> <li>• Stems</li> <li>• Strategy Walls</li> </ul>	Principal Assistant Principal ELA Teachers	Local	On-going	Walk-throughs	

<p>Continue Dual-Enrollment courses with Tyler Junior College and provide opportunities for all students grades 9-12 to participate that meet the TSI standard:</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> <li>▪ Art Appreciation</li> <li>▪ Psychology</li> <li>▪ Speech</li> </ul>	Principal Assistant Principal Counselor	Local High School Allotment	August 2015 January 2016	100% of students will master a minimum of 70% of tested objectives.  100% of eligible students will be identified and have opportunity to participate. Registration takes place in August and January	
<p>Add Technical Dual Credit Courses through Tyler Junior College</p> <ul style="list-style-type: none"> <li>• Health Science</li> </ul>	Principal Assistant Principal Counselor	Local	August 2015	Students will register for course in fall of 2014. Courses are free of charge.	
<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>• Dual Credit Coursework (47 hours)</li> <li>• Prep Course for ACT/SAT Review</li> <li>• Local Science Fair in the Spring</li> </ul>	Principal Assistant Principal Counselor Teachers	Local	December 2015 April 2016	100% of eligible students will be identified and have opportunity to participate.	
<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>• UT Tyler Mobile Go Center</li> <li>• Parent Information Night (College Info)</li> <li>• Invite colleges/military on campus during lunch periods to present/visit with students.</li> </ul>	Principal Assistant Principal Counselor Federal/Sp Programs Dir	Title I, Part A CTE Local	Throughout the year	100% of students will have opportunity to participate.	
<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>	Principal Assistant Principal Counselor Federal/Sp Programs Dir	Title I, Part A CTE Local	Monthly	100% of parents will have opportunity to participate.	
<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>	Curriculum Director	Local	Weekly	100% of parents will have the opportunity to participate.	
<p>Offer Reading courses for students qualifying for dyslexia services, LEP students, and struggling readers.</p>	Curriculum Director Principal Assistant Principal Federal/Sp Programs Dir	Title I, Part A Local	2015-2016	100% of participating students will master a minimum of 70% of tested objectives.	
<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; department meetings.</li> </ul>	Principal Assistant Principal Teachers	Title I, Part A Local	2015-2016	100% of faculty will participate.	

<ul style="list-style-type: none"> <li>Administrator Walk-Through Visits</li> <li>Regularly Scheduled Faculty Meetings With Required Attendance</li> </ul>	Federal/Sp Programs Dir				
Implement an inclusion model with instructional support for special education students.	Superintendent Director of Student Services Principal Assistant Principal	Special Education Local	2015-2016	Monitoring of student progress.	
Increase vocabulary for students for SAT preparation. <ul style="list-style-type: none"> <li>Post SAT Word of the day on the board in all classes.</li> </ul>	Principal Assistant Principal Teachers	Local	Daily	Monitoring of words posted.	
Increase math vocabulary understanding for students. <ul style="list-style-type: none"> <li>Post math word of the day in classes and discuss the meaning of the word.</li> </ul>	Principal Assistant Principal Teachers	Local	Daily	Monitoring of words posted.	

**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 2016, 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, Contracted 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 Social Studies Teachers</li> </ul>	Curriculum Director Federal/Sp Programs Dir Region VII	Title III	August 2015	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>Reading Class</li> <li>Offer split ESL classes to meet needs of students in 1<sup>st</sup>/2<sup>nd</sup> year of program and those that have been in the ESL program for multiple years.</li> </ul>	Curriculum Director Principal Federal/Sp Programs Dir	Title I, Part A Local	2015-2016	100% of LEP students will participate as needed.	
Train all academic content area teachers in ELPS.	Curriculum Director Principal Federal/Sp Programs Dir Region VII	Title III Local	August 2015	100% of academic content area teachers will participate.	
Pay testing and certification fees for all teachers acquiring new ESL certification.	Curriculum Director Principal Federal/Sp Programs Dir	Local	2015-2016	100% of teachers will have opportunity to participate.	
Provide additional support for LEP students with an ESL aide.	Principal Federal/Sp Programs Dir	Local	2015-2016	100% of LEP students will participate.	
Require ESL certified teachers to attend at least a 6 hour update to assist with instructional strategies in working with ESL students.	Federal/Sp Programs Dir Principal Region VII	Local	2015-2016	100% participation of all ESL certified staff	
Delay state testing with ESL students where possible. <ul style="list-style-type: none"> <li>IPC Fr year vs Biology</li> <li>World Geo or World Hist vs US History</li> </ul>	Principal Counselor	Local	2015-2016	Student placed into appropriate course.	

**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, 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>• Professional Development Cooperative</li> <li>• Title I Services</li> <li>• Special Education Services</li> <li>• Title III Contacted</li> </ul>	SBDM Committee Curriculum Director Principal Federal/Sp Programs Dir	Title I, Part A 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	2015-2016	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 Curriculum Director Federal/Sp Programs Dir	Local	2015-2016	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> <li>▪ Kemah Writing Academy</li> </ul>	SBDM Committee Curriculum Director Principal Assistant Principal Federal/Sp Programs Dir	Title I, Part A CTE Local	2015-2016	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 Principal Secretary	Local	August 2015 January 2016	100% of substitute teacher s will participate.	
Provide one-day new teacher orientation and mentoring.	Principal	Local	August 2015 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 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 Principal Assistant Principal DAEP Director Federal/Sp Programs Dir	Local	2015-2016	10% 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>Red Ribbon Week</li> <li>Morning announcements/daily challenge</li> </ul>	Principal Assistant Principal Counselor Federal/Sp Programs Dir	Title I, Part A	Monthly	Decrease in discipline referrals.	
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 JJAEP Director DAEP Director	SCE 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 Assistant Principal Federal/Sp Programs Dir	Title I, Part A Title II, Part A Title II, Part D Local	2015-2016	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 CTE Teachers</li> <li>Bus Drivers</li> </ul>	Curriculum Director Principal Nurse	Local	August 2015	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>Mike Cassell</li> <li>Pam Martin</li> <li>Audra Phillips</li> </ul>	Curriculum Director Principal Assistant Principal Federal/Sp Programs Dir	Special Education Local	August 2015	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 Assistant Principal Teachers	Local	2015-2016	Decrease in discipline referrals each six weeks.	
Utilize random dog searches for illegal substances.	Superintendent Federal/Sp Programs Dir	Local	Monthly	Reduction in incidents of found contraband.	

Implement a character education program to teach and reward good behavior. <ul style="list-style-type: none"> <li>▪ Guest Speakers</li> <li>▪ Student Council Programs</li> <li>▪ Mentoring Program</li> <li>▪ Incentives Program</li> </ul>	Assistant Principal Principal Principal Counselor Federal/Sp Programs Dir	Local	Monthly	Decrease in discipline referrals each six weeks.	
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: <ul style="list-style-type: none"> <li>• Capturing Kids Hearts</li> <li>• Re-Direct Staff</li> <li>• Counseling</li> <li>• Mentoring</li> <li>• VOICE</li> <li>• Goal Setting and Review</li> </ul>	Director Student Services Principal Assistant Principal Counselor Re-Direct Team	Local	Weekly	Decrease in discipline referrals each six weeks and improved grades.	
Professional development in Capturing Kids Hearts for non-professional staff as well as new teachers (one day training).	Curriculum Director Principal Staff	Local	2015-2016	Sign-in sheet from 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 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. <ul style="list-style-type: none"> <li>Meet with nurse to ensure students needs are met</li> </ul>	Principal Counselor Federal/Sp Programs Dir	Local	2015-2016	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>Special Events Trips (Ranger games, movies, etc.)</li> <li>Teachers will contact parents of students that are routinely missing school.</li> <li>Assistant Principal/Principal will contact parents, visit with students, send warning letters and meet with ARC to discuss with parents.</li> <li>Incentives for grade levels based on attendance rates (jrs/srs off-campus lunch)</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 Police Officer	Local	2015-2016	96% attendance rate or higher each six weeks.	
Provide EOC remediation courses in Reading/ELA, math, and Science for at-risk students. <ul style="list-style-type: none"> <li>EOC Math, ELA, Science and History Remediation Classes</li> <li>Reading Class</li> <li>After school tutorials in Math/ELA</li> </ul>	Principal Assistant Principal Counselor Federal/Sp Programs Dir	Title I, Part A Local	On-going	60% of students will pass the EOC in the December re-take.	
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.	Curriculum Director Principal Federal/Sp Programs Dir	Local	2015-2016	100% of teachers will participate.  100% of eligible students will be identified and have opportunity to participate.	
Continue to provide students and parent's 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> <li>Career Day</li> </ul>	Principal Counselor Federal/Sp Programs Dir	CTE Local	2015-2016	100% of students will have access to information.	
Implement Capturing Kids Heart to provide support and skills to improve the culture and climate in the district. <ul style="list-style-type: none"> <li>Meet each 6 weeks with Process Champion team to keep CKH alive and work on focus areas.</li> </ul>	Curriculum Director Principal Federal/Sp Programs Dir Process Champions	Title I, A Title II Title VI	2015-2016	100% of teachers and administrators will be trained and participate.	



Establish VOICE program through Teen Leadership so all students entering high school will receive VOICE training.	Principal Director of Student Services	Local	2015-2016	Teen Leadership	
Assigned academic advisor to monitor students at risk in regards to number of credits earned.	Principal Counselor Teachers	Local	2015-2016	Reduce number of students behind on credits.	
Research strategies/programs that are most effective in preventing dropout prevention.	Principal Counselor Director of Student Services	Local	2015-2016		