

Grand Saline Independent School District

Middle School Campus Plan of Action 2013-2014



Mission Statement

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

Vision Statement

“Changing the world one student at a time”

The campus site-based decision-making committee collaboratively developed the Campus Plan of Action. The No Child Left Behind Act of 2001 National Performance Goals have been adopted by the district and are reflected in the Campus Plan of Action. The following funding sources support the objectives and strategies identified in the Campus Plan of Action: Title I, Part A; Title I, Part C; Title II, Part A; Title II, Part D; Title III; Title IV, Part A; Title V, Part A; Title VI, Part B, Subpart II; Special Education; Gifted & Talented; Tobacco Compliance Grant; State Compensatory Education; and Local.

Campus Site-Based Decision-Making Committee Members

- **Brad Swain**, Non-Teaching Professional
- **Counselor (TBD)**, Non-Teaching Professional
- **Robert Putnam**, Teacher
- **Ted Mitchell**, Teacher
- **Lisa Morrison**, Business Representative
- **David Savage**, Parent Representative
- **Debby Morse**- District Coordinator of School Improvement

Comprehensive Needs Assessment

The following sources provided data for the comprehensive needs assessment. An in-depth review of data led to the development of the goal, objectives, and strategies included in the District Plan of Action.

- Longitudinal AEIS data
- Longitudinal academic performance data for non-AEIS student groups
- TELPAS, STAAR, AYP, and PBMAS
- Program Evaluations
- Stakeholder Surveys
- Discipline Reports
- Formative Assessment Data
- Staffing Needs
- Professional/Paraprofessional Training Needs
- Norm-referenced Tests
- Promotion/Retention Rates
- Informal Evaluations

Findings

2012 Data below is based on Preliminary AYP results:

- Reading scores for all students is down by 2% at 81%. White students are up by 2% at 85%, and Hispanic students are down by 12% at 70%. Economically disadvantaged students are at 74%.
- Math scores for All students decreased by 8% from previous year to 66%. Hispanic scores decreased by 12% to 55%, White scores decreased by 7% to 69%, Econ. Disadvantaged scores decreased by 11% from previous year to 57%.
- Writing scores for All students are at 64%. White scores at 69%, and Econ. Disadvantaged students are at 54%. Hispanic Scores are at 50%.
- Social Studies scores for all students are at 61%. Hispanic scores are at 50%. White scores are at 65%. ECD at 57%.
- Science scores for all students are at 72%. For White students are at 78%. Hispanic scores are at 54%. ECD scores are at 66%.

▪ **Strategies for Improvement**

- Continue to implement RTI process as a means of intervention for struggling students.
- Continue Scottish Rite program for dyslexic students.
- Implement the use of DMAC for benchmarking and data collection.
- Continue Progress Monitoring where we benchmark every 6 weeks. Analyze results and adjust instruction. And provide tutorials for struggling students during the advisement period and after school.
- Continue to focus on building and maintaining positive relationships with students.
- Focus on higher level thinking activities and questioning while planning lessons.
- Continue C-Scope implementation
- Continue C-Scope curriculum planning days emphasizing Math, Reading and Science.
- Double block the ELAR classes in 6, 7, and 8th Grades.
- Continue accelerated instruction classes for 6th, 7th, and 8th grade reading/math STAAR failures.
- Continue to use advisement period (4th period) for tutorials with all staff, focusing on Math and ELAR.
- Continue with our School Wide Bullying programs (Rachel's Challenge) to make student relations better.
- Improve student performance for LEP students.
- School wide assessment of the appropriateness of the curriculum, and teaching strategies.
- Data driven instruction/research based instructional practices that promote critical thinking and problem solving.
- Use quality data to guide decision making, such as demographic analysis of the targeted student population, including: student demographics, economically disadvantaged, LEP, At-Risk, and SPED.
- Create a culture of on-going communication of Data.
- Consistently re-examine the tools utilized to gather and analyze student data, the quality of teacher training, and processes to effectively implement data-driven decisions to target and design instruction.
- Assess the quality, quantity, and appropriateness of instructional materials and availability of technology-based instructional materials.
- Assess the type and quality of the professional development provided to the staff, and the financial and accounting practices, and operational flexibility.
- Continue compliance with the appropriate class-size rules.
- Continue flexible scheduling practices.
- Create and follow a district calendar that is focused on instruction.
- Report on parental involvement strategies and the effectiveness of those strategies, and increase opportunity for input.
- Ensure effective and equitable communication.
- Focus on school climate, specifically, report of disciplinary incidents, instructional services provided to students while in DAEP or ISS, report of school safety information, attendance, participation in extra-curricular activities ,and opportunities for involvement.
- Maintain teacher quality by continuing to meet the Highly Qualified standards for teachers.

- Assess the extent and quality of the mentoring program provided for new teachers on the campus as well as for experienced teachers on the campus who have less than two years experience in the subject or grade level to which the teacher is assigned.
- Continue to use the district's teacher evaluation system (PDAS) to accurately identify teacher's instructional skill level, determine needed professional development, and when necessary, create appropriate plans for teachers in need of assistance.
- Job embedded professional development and continual examination of the impact on student success of professional learning communities (PLCs), vertical and horizontal teams, academic teams, and departments.
- Implement and use PASS program to encourage students and change behavior so that students can focus on school.

Components of a School Wide Program

- | | | |
|-----------------------------------|--|-----------------------------------|
| 1. Comprehensive Needs Assessment | 2. Reform Strategies | 3. Highly Qualified Teachers |
| 4. Professional Development | 5. Strategies to Attract Highly Qualified Teachers | 6. Parental Involvement |
| 7. Preschool Transition | 8. Teachers Involved in Assessment Decisions | 9. Timely Assistance for Students |
| 10. Coordination of Programs | | |

Title I, Part A LEA School Improvement Stage 2, District

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



STAAR Demographic Indicators-Student Achievement **** BETA **** for GRAND SALINE MIDDLE

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	236	196	83	238	168	71	81	52	64	81	60	74	85	55	65
Native American	1	1	100	0	0	0	1	1	100	1	1	100	0	0	0
Asian	1	1	100	2	2	100	0	0	0	0	0	0	0	0	0
African American	1	0	0	1	0	0	1	0	0	1	0	0	0	0	0
Hispanic	62	48	77	64	39	61	22	12	55	22	13	59	19	10	53
White	170	146	86	170	127	75	57	39	68	57	46	81	65	45	69
Two or More Races	1	0	0	1	0	0	0	0	0	0	0	0	1	0	0
ECD	141	109	77	143	86	60	45	27	60	45	30	67	55	31	56
Special Education	21	9	43	23	4	17	5	2	40	5	1	20	8	2	25

All Students	Reading/ELA		Mathematics		Social Studies		Science		Writing		Total
Met Phase-in 1 Level II	196	+	168	+	52	+	60	+	55	=	531
Students Tested	236	+	238	+	81	+	81	+	85	=	721
Index	531 divided by 721										74

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%.

	2011	2012	2013
Annual Dropout Rate (GR 7-8)	0.0%	0.0%	0.0%

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 results.

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

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
Utilize DMAC TAG and TEKScores in Reading/ELA, and Social Studies and Math and Science for computerized benchmarking. Utilize disaggregated data to target students not reaching expectations and adjust instruction.	Deb Sikes, Curriculum Director Brad Swain, Principal Debby Morse, DCSI Lead Teachers	Title II, Part D	Every Three Weeks	100% of students will master a minimum of 70% of tested objectives.	Adjust instruction and spiral objectives.
Provide additional support for students not achieving expectations through before-school, after-school program, and extended year programs in core content areas for Reading & Math <ul style="list-style-type: none"> ▪ Before-School Tutorials ▪ After-School Tutorials ▪ Extended Year Tutorial Program ▪ Utilize 5th period as a STAAR prep and/or tutorials 	Brad Swain, Principal Teachers	Local Title I, SIP	Starting 3 rd week of school.	100% of students will master a minimum of 70% of tested objectives.	
Utilize State Assessment software for STAAR data disaggregation. Utilize disaggregated data to target students not reaching expectations.	Deb Sikes, Curriculum Director Brad Swain, Principal , Counselors Teachers	Title II, Part D	August 2013 December 2013 March 2014 April 2014 May 2014 August 2014 December 2014 March 2015 April 2015 May 2015	100% of teachers will have access to analyzed TAKS data when scores become available to district.	
Continue research-based instructional intervention programs. <ul style="list-style-type: none"> ▪ CEI Lab as regular education setting ▪ STAAR Math Computer Software ▪ Brain POP Software ▪ Test Smart Plus Math ▪ Writing Lab ▪ Success Maker Pro ▪ Study Island ▪ DMAC TAG/TEKScores 	Brad Swain, Principal Teachers	Title I, Part A Title II, Part A Transferred to Title I, Part A Local	Daily	100% of students will master a minimum of 70% of tested objectives. The percentage of special education students who are placed in less restrictive environments will increase.	
Utilize SCE funds to support Title I Schoolwide Programs at campuses with minimum of 40% economically disadvantaged students.	Brad Swain, Principal Debby Morse, Fed/Sp Programs Director	SCE	September 23, 2013 November 4, 2013 December 16, 2013 February 17, 2014 April 7, 2014 May 25, 2014 September 23, 2014 November 4, 2014 December 16, 2014 February 17, 2015 April 7, 2015	100% of students will master a minimum of 70% of tested objectives.	

			May 25, 2013		
Utilize library and enable teachers to more effectively integrate technology into the classroom.	Deb Sikes, Curriculum Director Debra Bennett, Librarian Debbie Morse, Fed/Sp Programs Director	Title V, Part A Title IV, Part A transferred to Title I, Part A Local	December 2013 May 2014 December 2014 May 2015	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.	Deb Sikes, Curriculum Director Brad Swain, Principal Debbie Morse, Fed/Sp Programs Director	GT Code VII Title I, Part A Title II, Part A Local	August 2013 January 2014 May 2014 August 2014 January 2015 May 2015	100% of core content area teachers will complete GT training.	

<p>Continue enrichment opportunities for GT students.</p> <ul style="list-style-type: none"> ▪ Scholastic Challenge ▪ UIL 	<p>Brad Swain, Principal , Counselor Teachers Debby, Morse, Fed/Sp Programs Director</p>	<p>GT Local</p>	<p>December 2013 November 2013 December 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"> ▪ Parent Night/Report Card Night ▪ 6th Grade Orientation ▪ 8th Grade High School Information & Orientation ▪ Indian Pride Night 	<p>Brad Swain, Principal , Counselor Teachers</p>	<p>Title I, Part A Local</p>	<p>October 2013 August 2013 December 2013 October 2014 August 2014 December 2014</p> <p>Once each 6 Wks</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"> ▪ SBDM Committees ▪ Parent Conferences ▪ Parent Meetings 	<p>Deb Sikes, Curriculum Director Brad Swain, Principal , Counselor</p>	<p>Title I, Part A 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>	<p>Deb Sikes, Curriculum Director</p>	<p>Local</p>	<p>Daily</p>	<p>100% of parents will have the opportunity to participate.</p>	
<p>Create an environment of increased accountability for all staff.</p> <ul style="list-style-type: none"> ▪ Lesson plans reflecting implementation of aligned curriculum posted daily on classroom doors ▪ Teachers will update lessons weekly on the school website ▪ Administrator Walk-Through Visits ▪ Regularly Scheduled Faculty Meetings With Required Attendance ▪ Grade Level meetings weekly ▪ Team (department) meetings weekly 	<p>Brad Swain, Principal Teachers Deb Sikes, Curriculum Director</p>	<p>Title I, Part A Local</p>	<p>Weekly Daily Daily Monthly Weekly</p>	<p>100% of faculty will participate.</p>	
<p>Implement an inclusion model with at least one resource teacher and one inclusion teacher. Pay testing and certification fees for all teachers acquiring new Special Education certification.</p>	<p>Trish Elliott, Superintendent Brad Swain, Principal Debby Morse, Fed/Sp Programs Director</p>	<p>Special Education Local</p>	<p>September 23, 2013 November 4, 2013 December 16, 2013 February 17, 2014 April 7, 2014 May 25, 2014 September 23, 2014 November 4, 2014 December 16, 2014 February 17, 2015 April 7, 2015 May 25, 2015</p>	<p>100% of teachers will have opportunity to participate.</p>	
<p>Reduce Special Education student to teacher ratio Reduce ability span in Special Education reading and math classes. Provide time for tracking and counseling of Special Education students by Special Education teaching and counseling staff. Response to Intervention Team</p>	<p>Brad Swain, Principal Debby Morse, Fed/Sp Programs Director</p>	<p>Special Education</p>	<p>August 2013 Daily August 2013</p>	<p>1FTE increase in Special Education teachers.</p>	

Goal: Grand Saline Middle School 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, 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.	Deb Sikes, Curriculum Director Debby Morse, Fed/Sp Programs Director	Title III	Monthly	100% of participants will provide documentation of attendance.	
Provide CEI Lab instruction for all LEP students as needed.	Deb Sikes, Curriculum Director Brad Swain, Principal Debby Morse, Fed/Sp Programs Director	Title I, Part A Local	August 2013 January 2014 August 2014 January 2015	100% of LEP students will participate as needed.	
Train all academic content area teachers in ELPS.	Deb Sikes, Curriculum Director Brad Swain, Principal	Title III Local	August 2013	100% of academic content area teachers will participate.	
Pay testing and certification fees for all teachers acquiring new ESL certification.	Deb Sikes, Curriculum Director Brad Swain, Principal Debby Morse, Fed/Sp Programs Director	Local	August 2013 January 2014 May 2014 May 2015	100% of teachers will have opportunity to participate.	
TELPAS Training	Brad Swain, Principal ESL Teachers		December 2013 December 2014		

Goal: Grand Saline Middle School 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: All students will be taught by highly qualified teachers.

Summative Assessment: Accomplishment of objective as measured by STAAR and 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"> ▪ Leadership Development Cooperative ▪ Math/Science Cooperative ▪ ELA/Reading Consultant ▪ Code VII GT Cooperative Advanced Academic Services ▪ Professional Development Cooperative ▪ Title I Contracted Services ▪ Special Education Services ▪ Migrant SSA ▪ Title III SSA 	SBDM Committee Deb Sikes, Curriculum Director Brad Swain, Principal Debby Morse, Fed/Sp Programs Director	Title I, Part A Title I, SIP Title I, Part C Title II, Part A Title II, Part D Title III Title IV, 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.	Trish Elliott, Superintendent Brad Swain, Principal	Local	August 2013 May 2014 June 2014 July 2014 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.	Trish Elliott, Superintendent Deb Sikes, Curriculum Director Brad Swain, Principal	Title VI, Part B, Subpart II Local	Yearly	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"> ▪ TASA ▪ TASB ▪ TMSA – Educational Workshop ▪ SEEC- Space Exploration Education Continued 	SBDM Committee Deb Sikes, Curriculum Director Brad Swain, Principal	Title I, Part A Title II, Part A Title II, Part D Local	Monthly	100% of participants will provide documentation of attendance.	
Require all new substitute teachers to attend Substitute Teacher Training.	Deb Sikes, Curriculum Director	Local	August 2013 January 2014 August 2014 January 2015	100% of substitute teachers will participate.	
Provide one-day new teacher orientation and mentoring.	Brad Swain, Principal	Local	August 2013 August 2014	100% of new teachers will participate.	
NCTM, TX Middle School Conference, CAMPT, CAST, SEEC	Brad Swain, Principal	Local	December 2013 December 2014		

Goal: Grand Saline Middle School 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"> DAEP Middle School 	Trish Elliott, Superintendent Richard Anderson, DAEP Director Brad Swain, Principal	Local	Yearly	15% decrease in discipline referrals each six weeks.	
Continue classroom activities to support and enforce health and safety. <ul style="list-style-type: none"> Health & safety instruction offered in P.E. classes Red Ribbon Week Rachel's Challenge 	Brad Swain, Principal , Counselor	Title I, Part A	Monthly	15% decrease in citations in "Minor in Possession of Tobacco Report" each month. 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"> Van Zandt County Youth Multi-Service Center Van Zandt/Rains Alternative Education Cooperative 	Brad Swain, Principal Bobby Collesino, JJAEP Director Richard Anderson, 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"> Discipline Management to Include Physical and Verbal Aggression, Sexual Harassment, and Bullying Classroom Management Conflict Resolution Student Code of Conduct Suicide Prevention 	Brad Swain, Principal	Title I, Part A Title II, Part A Title II, Part D Title IV, Part A Local	Monthly	100% of teachers will participate.	
Continue to require and provide CPR/First Aid training. <ul style="list-style-type: none"> Principal Campus Secretary Coaches, Band Director, & Cheerleading Sponsor Bus Drivers 	Deb Sikes, Curriculum Director Sharlene Morgan, Nurse	Local	August 2013 May 2014	100% of identified groups will participate.	
Ensure each campus has trained Crisis Prevention Intervention team. <ul style="list-style-type: none"> Brad Swain Melissa Houser Cindy Carter Tad McCully Shane McBride Add emergency lights in classes without windows	Brad Swain, Principal Debby Morse, Fed/Sp Programs Director	Special Education Local	August 2013 January 2014 August 2014 January 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"> Conduct awareness and responsibility instruction for all students. Emphasis will be placed on respect for others and their property, the value of a dress code in maintaining focus on academic preparation, and the teacher's right to teach and the student's right to learn without disruption. 	Brad Swain, Principal Teachers	Local	September 23, 2013 November 4, 2013 December 16, 2013 February 17, 2014 April 7, 2014 May 25, 2014 September 23, 2014 November 4, 2014 December 16, 2014 February 17, 2015 April 7, 2015 May 25, 2015	15% decrease in discipline referrals each six weeks.	

Utilize random dog searches for illegal substances.	Trish Elliott, Superintendent	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 Counts Program ▪ Develop a student leadership program. ▪ Rachel's Challenge 	Brad Swain, Principal , Counselor	Local	Monthly	15% decrease in discipline referrals each six weeks.	

Goal: Grand Saline Middle School 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.	Brad Swain, Principal , Counselor Debby Morse, Fed/Sp Programs Director	Local	December 2013 May 2014 December 2014 May 2015	100% of eligible students stay enrolled in school and earn credits toward graduation.	
Provide student incentives for perfect attendance.	Brad Swain, Principal	Local	Each Six Weeks	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.	Brad Swain, Principal Police Officer	Local	Weekly	96% attendance rate or higher each six weeks.	
Provide STAAR remediation courses in Reading/ELA and Math for at-risk students. <ul style="list-style-type: none"> ▪ 5th Period Tutorials ▪ Accelerated Math & Reading ▪ Tutorials 	Brad Swain, Principal Debby Morse, Fed/Sp Programs Director	Title I, Part A Local	Weekly	100% 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"> ▪ Dyslexia and Related Disorders ▪ Limited English Proficient ▪ Special Education ▪ Gifted and Talented ▪ At-Risk ▪ Career Day 	Brad Swain, Principal Debby Morse, Fed/Sp Programs Director	Local	August 2013 January 2014 August 2014 January 2015	100% of teachers will participate. 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"> ▪ Higher Education Admissions and Financial Aid Resources and Opportunities ▪ TEXAS Grant Program ▪ Teach for Texas Grant Program ▪ Develop a G-Force Program ▪ Student Led Program in Career and College Investigation ▪ State Based Go-Get-It 	Brad Swain, Principal , Counselor Debby Morse, Fed/Sp Programs Director	Local	December 2013 May 2014 December 2014 May 2015	100% of students will have access to information.	
Participate in Migrant SSA with Region VII ESC. <ul style="list-style-type: none"> ▪ Annual Training for Identification and Recruitment of Migrant Students 	Debby Morse, Fed/Sp Programs Director	Title I, Part C	August 2013 August 2014	100% of migrant students will be identified and served.	