

Grand Saline Independent School District  
Middle School Campus Plan of Action  
2021-2022



**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 allows them to be globally competitive, successful, productive, patriotic members of an ever-changing society.

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

Board Approved: \_\_\_\_\_

# Campus Site-Based Decision-Making Committee Members

- Ryan Simmons, Non-Teaching Professional, Chairperson
- Amy Creamer, Non-Teaching Professional
- Tad McCully, Non-Teaching Para Professional
- Susan Lewis, Middle School Teacher
- Lysa Parks, Middle School Teacher
- Jilliyh Geremonte, Middle School Teacher
- Gary Nash, Middle School Teacher
- Brittany McSchooler, Parent
- Michelle Countryman, Business Representative
- 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 District Plan of Action.

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

## Data Analysis Summary

Findings: Refer to 2020-21 State Accountability and Additional Targets

- The district did not receive a rating for the 2020-21 School year
- The Middle School Campus was not rated for the 2020-21 School year
- Additional Targets: Intermediate and Middle School

Middle School:

The middle school scored at or above the state in many areas; however there are a few areas of concern which need to be addressed. 7<sup>th</sup> grade reading, writing, and math are areas of concern as well as 6<sup>th</sup> grade reading.

Reading:

6 <sup>th</sup> All Students	<u>60%</u>	Hispanic	<u>43%</u>	White	<u>62%</u>	Eco Dis	<u>50%</u>	Not Eco Dis	<u>71%</u>
7 <sup>th</sup> All Students	<u>63%</u>	Hispanic	<u>54%</u>	White	<u>67%</u>	Eco Dis	<u>56%</u>	Not Eco Dis	<u>70%</u>
8 <sup>th</sup> All Students	<u>71%</u>	Hispanic	<u>73%</u>	White	<u>69%</u>	Eco Dis	<u>70%</u>	Not Eco Dis	<u>74%</u>

### Writing

7<sup>th</sup> All Students 58% Hispanic 46% White 66% Eco Dis 54% Not Eco Dis 66%

### Math

6<sup>th</sup> All Students 74% Hispanic 79% White 71% Eco Dis 68% Not Eco Dis 81%

7<sup>th</sup> All Students 55% Hispanic 46% White 60% Eco Dis 44% Not Eco Dis 68%

8<sup>th</sup> All Students 72% Hispanic 74% White 70% Eco Dis 67% Not Eco Dis 88%

### Social Studies

8<sup>th</sup> All Students 66% Hispanic 59% White 69% Eco Dis 60% Not Eco Dis 78%

### Science

8<sup>th</sup> All Students 67% Hispanic 59% White 69% Eco Dis 62% Not Eco Dis 78%

### Components of a School wide Program

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

**Grades Served** 6-8 **Student Enrollment Details** 238 Students Enrolled **District** GRAND SALINE ISD  
**Address** 400 STADIUM DR, GRAND SALINE, TX 75140

**SCHOOL OVERVIEW 2020-21**

**HOW WELL DID THIS SCHOOL PERFORM OVERALL?**

**NOT RATED**

This shows how well this school prepared students for success, both in school and after high school in college, a career, or the military.

**CHANGE OVER TIME**

2018-19	2019-20	2020-21
<b>D</b>	<b>Not Rated</b>	<b>Not Rated</b>
<b>69</b> out of 100	<b>N/A</b> out of 100	<b>N/A</b> out of 100

This section showcases annually the overall grade of this campus to showcase their improvement over time. The overall grade is based on performance in the three domains listed below.

**OVERALL PERFORMANCE DETAILS**

**STUDENT ACHIEVEMENT**

This domain is not rated.

Student Achievement shows how much students know and are able to do at the end of the school year.

**SCHOOL PROGRESS**

This domain is not rated.

School Progress shows how students perform over time and how that growth compares to similar schools.

**CLOSING THE GAPS**

This domain is not rated.

The Closing the Gaps domain tells us how well different populations of students in a district are performing.

School Year 2020-21

## GRAND SALINE MIDDLE



**Grades Served** 6-8 **Student Enrollment Details** 238 Students Enrolled **District** GRAND SALINE ISD

**Address** 400 STADIUM DR, GRAND SALINE, TX 75140



### HOW ARE SCORES CALCULATED?



#### STUDENT ACHIEVEMENT

This domain is not rated.



#### SCHOOL PROGRESS

This domain is not rated.



#### CLOSING THE GAPS

This domain is not rated.

2020-2021

Grand Saline STAAR Data compared to Statewide Results

Reading Grades 3-8 ≥5 below state ≥5 above state

Note: No State Assessment in the 2019-2020 School Year

Grade	2016-2017		2017-2018		2018-2019		2020-2021	
	GS%	State%	GS%	State%	GS%	State%	GS%	State%
3	46	72	77	76	74	76	51	68
4	60	70	73	72	79	74	66	63
5	65	71	81**	82	79**	86**	59	72
6	58	67	48	66	61	66	60	61
7	65	72	70	72	56	74	63	68
8	82	76	96**	83**	79**	84**	71	72

Math Grades 3-8

Grade	2016-2017		2017-2018		2018-2019		2020-2021	
	GS	State	GS	State	GS	State	GS	State
3	52	76	65	77	68	78	54	61
4	64	75	77	78	78	74	63	58
5	83	81	89**	90	88**	89**	72	69
6	56	75	62	76	72	79	74	66
7	55	68	60	71	69	73	53	54
8	78	75	77**	84	85**	87**	72	60

Science Grades 5 & 8

Grade	2016-2017		2017-2018		2018-2019		2020-2021	
	GS	State	GS	State	GS	State	GS	State
5	52	73	74	75	54	74	60	61
8	72	74	62	74	71	79	67	67

Writing Grades 4 & 7

Grade	2016-2017		2017-2018		2018-2019		2020-2021	
	GS	State	GS	State	GS	State	GS	State
4	54	63	56	61	62	65	58	53
7	67	68	54	67	57	69	59	61

Social Studies

Grade	2016-2017		2017-2018		2018-2019		2020-2021	
	GS	State	GS	State	GS	State	GS	State
8	58	62	73	64	64	67	66	56

EOC

Exam	2016-2017		2017-2018		2018-2019		2020-2021	
	GS	State	GS	State	GS	State	GS	State
Algebra I	71	82	78	83	77	84	71	72
US History	86	92	95	92	95	93	91	88
Biology	91	85	91	87	94	88	75	81
English I	61	60	67	60	58	63	59	66
English II	61	62	65	66	67	67	70	70

\*\*includes re-testers\*\*

## 2020-2021 & 2021-2022 Targeted Improvement Plan for Grand Saline Middle School

### **Prioritized Focus Area #1**

Essential Action - 5.1 Objective-driven daily lesson plans with formative assessments.

#### Rationale

Teachers will collaboratively plan at least parts of lessons and the Instructional Leadership Team (ILT) will provide support and structure which is critical to student success. The lesson plan helps teachers to achieve their goals and objectives and ensure alignment across grades.

#### Desired Annual Outcome

Student outcomes will show significant annual growth as a result of campus leadership providing support and effective feedback for teachers through the monitoring of lesson plans and through data walk observations to ensure rigorous delivery of readiness and supporting standards.

#### Barriers to Address During the Year

The district lesson plan template is in place but no formal discussions are occurring with teachers and campus leaders to make sure planning is effective or to drive instruction. Campus leadership will establish clear processes and expectations for lesson plans.

### **Prioritized Focus Area #2**

Essential Action - 5.3 Data-driven instruction.

#### Rationale

There is a need to develop a schedule for DDI. Teachers will need to follow the Instructional Focus Document (IFD) and pacing guides in TEKS Resource to maintain focused instruction and assessments schedules.

#### Desired Annual Outcome

Teachers will know every student's progress through ongoing DDI meetings which will drive instruction through laser focused lesson planning and re-teaching where data indicates a need.

#### Barriers to Address During the Year

Teachers do meet to plan and review data but schedules are not in place to provide guidance. The campus does not have a consistent plan in place to analyze and share data to drive instruction. Clear roles and responsibilities along with timelines and consistent structures in place need to be implemented.

### **District Commitment Theory of Action**

The district will provide for ongoing support and coaching for the campus principal including training in data walks, how to effectively monitor the quality of lesson plans, and establish strong data driven instruction practices; then campus leadership will more effectively engage in instructional leadership roles and activities to improve lesson planning and strengthen DDI meetings and the planning of instruction.



**Goal 1:** GSISD will promote the academic and social success of enrolled students from PK through 12th Grade for on-time graduation and will provide an exemplary instructional program for all students that is rigorous, engaging, and fully aligned that accommodates the learning needs of at-risk students & special populations to provide the opportunity to graduate college and be career ready.

- **Objective 1:** By 2022, all students will reach high standards, at a minimum attaining passing standard or better as identified on state assessments.
- **Objective 2:** GSISD will continue to create an aligned instructional program designed to increase student performance by all student groups in all subjects increasing the number of graduates who are college and career ready.
- **Objective 3:** Include 21<sup>st</sup> century learning skills using technology instruction to engage all learners to promote student proficiency in advanced technology.

**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 blended learning to more effectively integrate technology into the classroom. <ul style="list-style-type: none"> <li>• 1 to 1 Chromebook initiative 6-8 grade</li> <li>• Google Classroom</li> <li>• Face to Face Instruction</li> </ul>	Principal Technology Teachers	Local	December 2021 May 2022	100% of teachers will have access to library materials and technology support.	
Encourage 30-hour initial GT training and 6 hour yearly update of all teachers in core content areas. ALL teachers of advanced GT are required to do the 6hr update annually.	Assistant Superintendent Principal	Local	August 2021 January 2022 May 2022	100% of GT teachers will complete GT training.	

<p>Continue enrichment opportunities for GT students.</p> <ul style="list-style-type: none"> <li>▪ Honors Classes</li> <li>▪ UIL Academics</li> <li>▪ Tomahawk Training Period</li> <li>▪ Robotics</li> </ul>	<p>Assistant Superintendent Principal Teachers</p>	<p>Local</p>	<p>November 2021 December 2021</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.</p> <ul style="list-style-type: none"> <li>▪ 6<sup>th</sup> Grade Orientation</li> <li>▪ 8<sup>th</sup> Grade High School Information &amp; Orientation</li> </ul>	<p>Principal Counselor Teachers</p>	<p>Local</p>	<p>August 2021 April 2022</p>	<p>100% of students will have opportunity to participate.</p>	
<p>Provide parents access to student grades via the internet.</p>	<p>Assistant Superintendent</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"> <li>▪ Lesson plans reflecting implementation of aligned curriculum posted daily on classroom doors</li> <li>▪ Teachers will update turn in lesson plans every Monday by 8:00am</li> <li>▪ Administrator Data Walks</li> <li>▪ Regularly Scheduled Faculty Meetings With Required Attendance</li> <li>▪ Grade Level meetings weekly for DDI and planning</li> <li>▪ Team (department) meetings monthly for DDI and planning</li> </ul>	<p>Assistant Superintendent Principal Teachers</p>	<p>Local</p>	<p>Daily Weekly Monthly</p>	<p>100% of faculty will participate.</p>	
<p>Reduce Special Education student to teacher ratio Close the achievement gap 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>Assistant Superintendent Principal RTI Math/Reading Coordinators</p>	<p>Special Education Local</p>	<p>Daily</p>	<p>Improve Index 2</p>	
<p>Continue to provide Pregnancy Related Services.</p>	<p>Principal Counselor</p>	<p>Local</p>	<p>December 2021 May 2022</p>	<p>100% of eligible students stay enrolled in school and earn credits toward graduation.</p>	
<p>Provide student incentives for perfect attendance.</p>	<p>Principal</p>	<p>Local</p>	<p>Each Six Weeks</p>	<p>96% or greater of students will be in attendance each six weeks.</p>	
<p>Contact parents regarding student absences</p>	<p>Principal</p>	<p>Local</p>	<p>Weekly</p>	<p>96% attendance rate or higher each six weeks.</p>	
<p>Provide staff with training on identifying, supporting, and monitoring student groups.</p> <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> <li>▪ Career Day</li> </ul>	<p>Principal Assistant Superintendent Region 7 Specialists</p>	<p>Local</p>	<p>August 2021 January 2022</p>	<p>100% of teachers will participate. 100% of eligible students will be identified and have opportunity to participate.</p>	
<p>Continue to provide students and parents career education to develop the knowledge, skills, and competencies necessary for a broad range of career opportunities.</p> <ul style="list-style-type: none"> <li>▪ Higher Education Admissions and Financial Aid Resources and Opportunities</li> <li>▪ TEXAS Grant Program</li> <li>▪ Teach for Texas Grant Program</li> </ul>	<p>Principal Assistant Superintendent</p>	<p>Local</p>	<p>December 2021 May 2022</p>	<p>100% of students will have access to information.</p>	

Participate in Title III Contracted with Region VII ESC for services to ensure high academic standards for LEP students.	Assistant Superintendent	Local	Monthly	100% of participants will provide documentation of attendance.	
Provide instruction for all LEP students as needed. <ul style="list-style-type: none"> <li>Imagine Learning Software</li> </ul>	Assistant Superintendent Principal ESL Teacher	Local Title III IMA	August 2021 January 2022	100% of LEP students will participate as needed.	
Implement academic ELPS and SIOP strategies in all content areas.	Assistant Superintendent Principal Region VII ESL/LEP Specialist	Local	October 2021	100% of academic content area teachers will participate.	
TELPAS Training	Principal ESL Teachers ELAR Teachers	Local	December 2021		
Continue Writing Across the curriculum	Principal Core Teachers	Local	Weekly	100% of teachers will have the opportunity to participate.	
Continue Empowering Writers Program	Principal ELAR Teachers	Local	Weekly	100% of ELAR teachers will have the opportunity to participate.	
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>ELA/Reading Consultant</li> <li>Professional Development Cooperative</li> <li>Special Education Services</li> <li>Title III Contracted</li> </ul>	SBDM Committee Assistant Superintendent Principal	Local	Monthly	100% of participants will provide documentation of attendance.	
Continue to provide alternative instructional settings with structured environments and credit recovery. <ul style="list-style-type: none"> <li>Van Zandt County Youth Multi-Service Center</li> <li>Rains County ISD DAEP</li> <li>Odysseyware</li> <li>A Plus</li> </ul>	Superintendent Principal	SCE Local	Monthly	100% of students assigned to alternative instructional settings will fulfill all program requirements prior to returning	

**Goal 2:** GSISD will increase state and federal assessment passing rate in Reading and Math to meet STAAR Progress Measures and performance levels for all students for 2021-2022 by providing effective instructional strategies and interventions.

- **Objective 1:** GSISD will provide professional development for leadership and staff that will develop appropriate knowledge and skills and result in ownership of student success and learning.
- **Objective 2:** Students will receive successful classroom strategies and RtI interventions which will lead to increased performance on state assessment, decrease dropout rate, and increase the number of students performing at target goals.

**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
Utilize DMAC TAG and TEKScore in Reading/ELA and Math for computerized benchmarking. Utilize disaggregated data to target students not reaching expectations and adjust instruction.	Assistant Superintendent Principal DCSI Lead Teachers	Local	Every Six weeks in all core classes.	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"> <li>▪ Before-School Tutorials</li> <li>▪ After-School Tutorials</li> <li>▪ Extended Year Tutorial Program</li> <li>▪ Tomahawk Flex Period</li> </ul>	Principal Teachers	Local Title I	Starting 2nd 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.	Principal Teachers	Local	June 2022 March 2022 April 2022 May 2022	100% of teachers will have access to analyzed STAAR data when scores become available to district.	
Continue research-based instructional intervention programs. <ul style="list-style-type: none"> <li>▪ Brain POP Software</li> <li>▪ Buckle Down</li> <li>▪ Compass Learning</li> <li>▪ Renaissance</li> <li>▪ DMAC TAG/TEKscore</li> <li>▪ Elevate-Reading Horizons</li> <li>▪ Manuevering the Middle</li> <li>▪ Study Sync</li> <li>▪ Lowman Curriculum</li> </ul>	Principal Teachers	Local	Daily	100% of students will master a minimum of 70% of tested objectives.	
Provide STAAR remediation courses in Reading/ELA and Math for at-risk students. <ul style="list-style-type: none"> <li>▪ Tomahawk Flex Period</li> <li>▪ Accelerated Math &amp; Reading</li> <li>▪ Before or After School Tutorials</li> </ul>	Principal Assistant Superintendent Teachers	Title I, Part A Local	Weekly	100% of participating students will master a minimum of 70% of tested objectives.	

**Goal 3:** GSISD will promote community engagement and parental involvement to increase partnerships in the education process to improve student achievement.

- **Objective 1:** GSISD will promote and encourage all stakeholders to attend district and campus meetings to build trust and confidence through communication and transparency at all levels of participation.

**Summative Assessment:** Accomplishment of objective as measured by STAAR and results and State Certified Teacher Surveys.

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

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
Continue to provide opportunities for parents to be partners in education. <ul style="list-style-type: none"> <li>▪ SBDM Committees</li> <li>▪ Parent Conferences</li> <li>▪ Parent Meetings</li> <li>▪ Parent volunteers</li> <li>▪ Remind 101</li> <li>▪ Social Media Outlets</li> <li>▪ Grades Online</li> </ul>	Assistant Superintendent Principal Core Teachers	Title I, Part A Local	Weekly Monthly	100% of parents will have opportunity to participate.	
Provide parents opportunities to be partners in school events such as: <ul style="list-style-type: none"> <li>• Veteran's Day Program</li> <li>• Sports Boosters</li> <li>• Band Boosters</li> <li>• Indian Pride Night</li> <li>• Work with local organizations such as Lions Club for food drive</li> </ul>	Principal Counselor	Local	Throughout the Year	100% of parents will have opportunity to participate.	

**Goal 4:** GSISD will recruit, support, and retain teachers and principals who are dedicated to providing a quality education to our students and their families.

- **Objective 1:** Provide staff on-going targeted professional development for continued growth.
- **Objective 2:** All students will be taught by state certified teachers.

**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
Participate in Personnel Services Cooperative with Region VII ESC for access to database of certified applicants.	Superintendent Principal	Local	August 2021 May 2022 June 2022 July 2022 As Needed	100% of new hires will be State Certified.	
Continue to provide above state-base salary scale and financial incentives to recruit and maintain State Certified teachers.	Superintendent Assistant Superintendent Principal	Local Title I, A ESSER III	Yearly	100% of teachers will be State Certified.	
Provide capacity-building professional development opportunities beyond regional services through local training, seminars, and conferences. <ul style="list-style-type: none"> <li>▪ TASA</li> <li>▪ TASB</li> <li>▪ TMSA – Educational Workshop</li> <li>▪ SEEC- Space Exploration Education Continued</li> </ul>	SBDM Committee Assistant Superintendent Principal	Local	Monthly	100% of participants will provide documentation of attendance.	
Require all new substitute teachers to attend online Substitute Teacher Training.	Assistant Superintendent	Local	August 2021 January 2022	100% of substitute teacher s will participate.	
Provide one-day new teacher orientation and a two year mentoring program.	Assistant Superintendent Principal	Local	August 2021	100% of new teachers will participate.	
Create a positive working environment to develop a culture of support, encouragement, and family <ul style="list-style-type: none"> <li>• WHATATEACHER</li> <li>• Staff Competitions</li> <li>• Staff Luncheons</li> </ul>	Principal/AP	Local	Daily	100% of staff will participate	

**Goal 5:** At GSISD all students will be educated in learning environments that are safe and secure.

- **Objective 1:** All learning environments will promote student success and will be drug free and conducive to learning.
- **Objective 2:** Campuses will provide speakers to encourage student safety and the importance of making healthy choices.

**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
Provide security cameras in campus hallways/ Add emergency lights in classes without windows	Superintendent Principal	Local	Yearly	Decrease in discipline referrals each six weeks.	
Continue classroom activities to support and enforce health and safety. <ul style="list-style-type: none"> <li>▪ STOPit Student Reporting App</li> <li>▪ Health &amp; safety instruction offered in P.E. classes</li> <li>▪ Implement CATCH Program</li> <li>▪ Red Ribbon Week</li> </ul>	SHAC Principal Student Council Nurse	Title I, Part A	Monthly	100% student participation	
Continue to address the following in faculty meetings/Staff Development <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</li> <li>• PBIS</li> <li>• SEL Training for Teachers</li> <li>• Trauma Training</li> </ul>	Principal Assistant Superintendent	Local	Monthly	100% of teachers will participate.	
Continue to require and provide CPR/First Aid training. <ul style="list-style-type: none"> <li>▪ Principal/AP</li> <li>▪ Campus Secretary</li> <li>▪ Coaches, Band Director, &amp; Cheerleading Sponsor</li> <li>▪ Bus Drivers</li> </ul>	Assistant Superintendent Nurse	Local	August 2021	100% of identified groups will participate.	
Ensure each campus has trained Crisis Prevention Intervention team. <ul style="list-style-type: none"> <li>• Special Education Teachers</li> <li>• 1 General Ed. Teacher per/grade level</li> </ul>	Principal/AP Assistant Superintendent SpEd Director	Special Education Local	August 2021 January 2022	100% of campuses will have trained team.	
Provide Covid 19 Safety measures for students and staff <ul style="list-style-type: none"> <li>• Face Mask Optional</li> <li>• Hand sanitizing stations throughout hallways</li> <li>• Sanitizing spray machines per campus for all classrooms</li> <li>• Self screeners paperwork for anyone entering building</li> <li>• Signage at all entrances promoting safety measures</li> </ul>	Superintendent Principal	Local	August 2021		

<p>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.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Grade Level Meetings</li> </ul>	Principal/AP Teachers	Local	Daily Monthly Semester	Implementation of Campus Discipline Management Plan to decrease student discipline referrals each six weeks.	
Utilize random dog searches for illegal substances	Superintendent	Local	Monthly		
<p>Implement a character education program to teach and reward good behavior.</p> <ul style="list-style-type: none"> <li>▪ Continue student leadership program.</li> <li>▪ Indian Award - Student of the Month</li> <li>▪ WHATASTUDENT Award</li> <li>▪ Students taking leadership roles</li> </ul>	Principal/AP	Local	Monthly	Decrease in discipline referrals each six weeks.	





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