

Grand Saline High School

Plan of Action 2012-2014



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
- **Mindy Redding**, Non-Teaching Professional
- **Shari Sauseda**, High School Teacher
- **Paul Trent**, High School Teacher
- **Kyle White**, High School Teacher
- **Carla Milliorn**, High School Teacher
- **Scott Brown**, High School Teacher
- **Ramona Rucker**, High School Teacher
- **Ginny Stanley**, Parent Representative
- **Michael Tollison**, Community Representative
- **Deanne Cleere**, Community Representative
- **William Bolch**, Assistant Principal
- **Jennifer Ludlow**, High School Teacher

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 should receive a Gold Performance Acknowledgement in the area of College-Ready (2010).
- We have continued our TAKS remediation classes to include grades 10 and 11 in math and science, as well as any senior who has not passed any portion of the TAKS test. We also offer STAAR classes for students that did not meet minimum standard on EOC exams. Additionally, we offer interventions based on our progress monitoring assessments.
- We have increased our History classes by adding a dual credit US History course. This brings our dual credit offering to a total of 44 hours.
- We increased our percentage of commended students in Science from 16% to 23%.
- Our ACT scores increased in math, English, and science over the previous year. As a result we have continued our SAT/ACT course that is available for students who want to take the tests.
- Average ACT score rose from 20.5 to 21.2.
- Dropout rate dropped from 1.4% to .9%.
- We are continually looking for new ways to help the LEP students develop better English language and math skills to help them on the TAKS test. We encourage the LEP students to attend tutorials daily.

Components of a Schoolwide Program

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|-----------------------------------|--|-----------------------------------|
| 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

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.

Academic Performance Chart

	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
	Reading/ELA	Reading/ELA	Reading/ELA	Math	Math	Math	Science	Science	Science	Social Studies	Social Studies	Social Studies
All	97%	95%	%	84%	78%	%	88%	88%	%	95%	92%	%
Hispanic	97%	91%	%	77%	74%	%	86%	71%	%	95%	91%	%
White	97%	95%	%	86%	79%	%	88%	91%	%	95%	92%	%
Male	94%	%	%	83%	%	%	89%	%	%	95%	%	%
Female	99%	%	%	85%	%	%	88%	%	%	98%	%	%
Special Education	88%	89%	%	71%	77%	%	65%	84%	%	76%	95%	%
Economically Disadvantaged	93%	92%	%	72%	70%	%	76%	79%	%	90%	91%	%

	Class of 2009	Class of 2010	Class of 2011
Completion Rate	87.5%	97.6%	%
RHSP/DAP Graduates	89.2%	83.1%	%
SAT/ACT Tested	58.9%	53.6%	%
SAT/ACT At/Above Criterion	9.1%	2.7%	%
College Readiness/TSI - ELA	67.0%	65.0%	%
College Readiness/TSI - Math	56.0%	65.0%	%

Accountability	2011 State	2011 Federal	2012 State	2012 Federal
Grand Saline High School	Academically Acceptable	Meets AYP	No Rating Available	Missed AYP-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 2014, all students will reach high standards, at a minimum attaining proficiency or better in Reading/ELA, Math, Writing, Science, and Social Studies as identified by the Academic Performance Chart.

Summative Assessment: Accomplishment of objective as measured by TAKS and TAKS A/M 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 Federal/Sp Programs Dir	Title II, Part D	September 2012/13 October 2012/13 December 2012/13 January 2013/14 March 2013/14 April 2013/14	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"> Provide summer tutorials for those failing the TAKS/STAAR test. Provide interventions for students not meeting satisfactory performance on progress monitoring assessment. Provide interventions for students not meeting level 2 on prior year EOC. Odyssey Ware credit recovery program 	Principal Assistant Principal Counselor Teachers	OEYP Local 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"> Utilize State Assessment software for data disaggregation. Utilize disaggregated data to target students not reaching expectations. DMAC TAKS results AEIS report 	Principal Assistant Principal Counselor Teachers 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"> Reading improvement program as regular education setting Math/Science remediation classes for grades 9-12 Provide tutorial supplemental materials through Region 4 SAT/ACT class Odyssey Ware (credit recovery) Accelus math program 	Principal Assistant Principal Teachers Federal/Sp Programs Dir	Title I, Part A Title II, Part A 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 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 more effectively integrate technology into the classroom. <ul style="list-style-type: none"> AR Books IPOD's Research source books Software on ACT 	Curriculum Director Librarian Federal/Sp Programs Dir	Title V, Part A Title IV, Part A Local	December 2012 May 2013	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.	Curriculum Director Principal Assistant Principal Federal/Sp Programs Dir	GT Code VII Title I, Part A Title II, Part A	August 2012 January 2013 May 2013	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"> ▪ Pre-Cal/Calculus, College Algebra, Statistics ▪ English ▪ Government/Economics ▪ Majors Biology, Anatomy & Physiology ▪ Health Science EMT (articulated course) ▪ US History 	Principal Assistant Principal Counselor	Local	August 2012 January 2013 August 2013 January 2014	100% of students will master a minimum of 70% of tested objectives. 100% of eligible students will be identified and have opportunity to participate.
<p>Continue enrichment opportunities for GT students.</p> <ul style="list-style-type: none"> • Field Trips (Physics Day, Renaissance Fair, Dallas Art Institute) • Software for ACT/SAT Review • Steem program with Texas A & M Commerce 	Principal Assistant Principal Counselor Teachers	GT Code VII Local	December 2012 May 2013	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"> • 9th Grade Orientation • Indian Pride Nights • Career Day • College Day • Career Choice Materials in Counselor's office • FAFSA meeting with TJC Reps • Job Shadowing Program • Student Advocates Program • UT Tyler Mobile Go Center 	Principal Assistant Principal Counselor Federal/Sp Programs Dir	Title I, Part A CTE Local	Nov/March November 2012/13 February 2013/14 April 2013/14	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"> • Parent Booster Club • Campus/District SBDM Committees • Parent Conferences • Parent Meetings • Scholarship Information Night • Financial Aid Night (TJC Representatives Available) • Indian Pride Night 	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"> • Gradespeed/School Web Site accessibility • Orientation for new teachers 	Curriculum Director	Local	Weekly	100% of parents will have the opportunity to participate.
<p>Offer Reading 1 & 2 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	2012-2014	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"> • Lesson plans reflecting implementation of aligned curriculum & weekly meetings to discuss plans • Administrator Walk-Through Visits/Learning Walks • Regularly Scheduled Faculty Meetings With Required Attendance 	Principal Assistant Principal Teachers Federal/Sp Programs Dir	Title I, Part A Local	2012-2014	100% of faculty will participate.
<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"> • Content Mastery teacher that also checks on the students in the classroom. 	Superintendent Principal Assistant Principal	Special Education Local	2012-2014	12% or higher of special education students will take TAKS only. 100% of teachers will have opportunity to 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 2: By 2014, all Limited English Proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in Reading/ELA, Math, Writing, Science, and Social Studies as identified by the Academic Performance Chart.

Summative Assessment: Accomplishment of objective as measured by TAKS, 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"> Sheltered Instruction Training for all teachers 	Curriculum Director Principal Federal/Sp Programs Dir	Title III	August 2012/13	100% of participants will provide documentation of attendance.	
Provide Reading Improvement instruction for all LEP students as needed.	Curriculum Director Principal Federal/Sp Programs Dir	Title I, Part A Local	2012-2014	100% of LEP students will participate as needed.	
Train all academic content area teachers in ELPS.	Curriculum Director Principal Federal/Sp Programs Dir	Title III Local	May 2012 September 2012	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	2012-2014	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 Counselor Federal/Sp Programs Dir	Local	2012-2014	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 TAKS 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 • Code VII GT Cooperative Advanced Academic Services • Professional Development Cooperative • Title I Contracted Services • Special Education Services • Migrant SSA • Title III SSA 	SBDM Committee Curriculum Director Principal Federal/Sp Programs Dir	Title I, Part A 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.	Superintendent Principal	Local	2012-2014	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 Curriculum Director Federal/Sp Programs Dir	Title VI, Part B, Subpart II Local	2012-2014	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"> ▪ CTE Summer Conferences ▪ TASSP ▪ Special Education Updates ▪ Spanish Summer Conference ▪ Technology Conference ▪ Rachel's Challenge Conference ▪ TASA Conference-school safety 	SBDM Committee Curriculum Director Principal Assistant Principal Federal/Sp Programs Dir	Title I, Part A Title II, Part A Title II, Part D CTE Local	2012-2014	100% of participants will provide documentation of attendance.	
Require all new substitute teachers to attend Substitute Teacher Training. <ul style="list-style-type: none"> • Call certified subs first 	Curriculum Director Principal Secretary	Local	August 2012/13 January 2013/14	100% of substitute teacher s will participate.	
Provide one-day new teacher orientation and mentoring.	Principal	Local	August 2012/13 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"> High School DAEP 	Superintendent Principal Assistant Principal DAEP Director Federal/Sp Programs Dir	Title IV, Part A Local	2012-2014	15% decrease in discipline referrals each six weeks.	
Continue classroom activities to support and enforce health and safety. <ul style="list-style-type: none"> First Aid Certification CPI Team training Fire Drills/Shelter-In-Place Drills Campfel Productions program with MS/HS students Morning announcements/daily challenge 	Principal Assistant Principal Counselor Federal/Sp Programs Dir	Title I, Part A Title IV, Part A Tobacco Compliance Grant	Monthly	15% decrease in citations in "Minor in Possession of Tobacco Report" each month. 15% decrease in discipline referrals each six weeks.	
Continue to 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 	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"> Discipline Management to Include Physical and Verbal Aggression, Sexual Harassment, and Bullying Classroom Management Conflict Resolution Student Code of Conduct Suicide Prevention/Intervention 	Principal Assistant Principal Federal/Sp Programs Dir	Title I, Part A Title II, Part A Title II, Part D Title IV, Part A Local	2012-2014	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 Identified CATE Teachers Bus Drivers 	Curriculum Director Nurse	Local	August 2012/13	100% of identified groups will participate.	
Ensure each campus has trained Crisis Prevention Intervention team. <ul style="list-style-type: none"> Ricky LaPrade William Bolch Michael Ludlow Pam Martin Tiffani Mason 	Curriculum Director Principal Assistant Principal Federal/Sp Programs Dir	Special Education Local	August 2012/13	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"> Class Meetings Guest Speakers Student Council Programs 6 Weeks rewards program 	Principal Assistant Principal Teachers	Local	2012-2014	15% decrease in discipline referrals each six weeks.	
Utilize random dog searches for illegal substances.	Superintendent Federal/Sp Programs Dir Assistant Principal	Title IV, Part A 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

Title IV, Part A
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 Counselor Federal/Sp Programs Dir	Local	2012-2014	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"> ▪ Semester Exam Exemptions ▪ Perfect Attendance Awards/Drawings ▪ Special Events Trips (Ranger games, movies, etc.) ▪ Drawings for cash rewards 	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	2012-2014	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"> • TAKS Math and Science Remediation Classes • Reading Class • After school tutorials in all areas 	Principal Federal/Sp Programs Dir	Title I, Part A Local	September 2012 November 2012 December 2012 February 2013 April 2013 May 2013	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"> • Dyslexia and Related Disorders • Limited English Proficient • Special Education • Gifted and Talented • At-Risk 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	2012-2014	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 up to \$1000 per year • TEXAS Grant Program • Teach for Texas Grant Program • Job Shadowing Program 	Principal Counselor Federal/Sp Programs Dir	CTE Local	2012-2014	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 	Curriculum Director Federal/Sp Programs Dir	Title I, Part C	August 2012/13	100% of migrant students will be identified and served.	