

# Grand Saline Independent School District

## District Plan of Action 2018-2019



### 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 ever-changing society.

The District Site-Based Decision-Making Committee collaboratively developed the District Plan of Action. In 2015, the President signed the Every Student Succeeds Act, a reauthorization of the ESEA of 1965. ESSA replaces its predecessor, the No Child Left Behind Act (2001). The 2001 National Performance Goals have been adopted by the district and are reflected in the District Plan of Action. The following funding sources support the objectives and strategies identified in the District Plan of Action: Title I, Part A; Title I, Part C; Title II, Part A; Title III; Title V; Special Education; Head Start; Gifted & Talented; Perkins; State Compensatory Education; Instructional Materials Allotment (IMA); and Local.

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

# District Site-Based Decision-Making Committee Members

- Debby Morse, Assistant Superintendent, Non-Teaching Professional
- Kim Brewington, Special Education Director, Non-Teaching Professional
- Ricky LaPrade, High School Principal, Non-Teaching Professional
- Russ Collins, High School Teacher
- Jessica Autry, High School Teacher
- Stephanie Key, High School Teacher
- Michael Mattis, High School Teacher
- Donald Righenour, High School Teacher
- Leland Hand, Middle School Principal, Non-Teaching Professional
- Mandy Mize, Intermediate/Middle School Principal, Non-Teaching Professional
- Casey Cook, Middle School Teacher
- Susan Lewis, Middle School Teacher
- Alex Paredes, Middle School Teacher
- Lysa Parks, Middle School Teacher
- Karley Telfer, Middle School Teacher
- Tina Core, Intermediate School Principal, Non-Teaching Professional
- Joe Perritt, Intermediate School Teacher
- Janna Najera, Intermediate School Teacher
- Tammy Deuson, Intermediate School Teacher
- Lori Hooton, Elementary Principal, Non-Teaching Professional
- Shayna Anderson, Elementary School Teacher
- Elizabeth Rogers, Elementary School Teacher
- Kristi Maciel, Elementary School Teacher
- Evelyn Caraway, Elementary School Teacher
- Mark Pedersen, Community Representative
- Cara Jordan, Business/Parent Representative

# Comprehensive Needs Assessment

Grand Saline ISD conducts an ongoing comprehensive needs assessment in the areas of Demographics, Student Achievement, School Culture and Climate, Staff Quality, Recruitment, and Retention, Curriculum, Instruction, and Assessment, Family and Community Involvement, School Context and Organization, and Technology. Data reviewed included the Texas Academic Performance (TAPR) from the previous year, STAAR and EOC performance data, PEIMS data for students and special programs, special program evaluations, inventories, surveys, DRA, Istation, ESTAR/MSTAR, TELPAS, staff development records, State and Federal Accountability, TAPR reports, and PBMAS results.

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

- Longitudinal TAPR data
- Longitudinal academic performance data for non-TAPR student groups
- TELPAS, Istation, DRA, STAAR, STAAR, Additional Targets, PBMAS, and SAT/ACT
- 2018 Accountability Summary
- Program Evaluations
- Stakeholder Surveys
- Discipline Reports
- Formative Assessment Data
- Staffing Needs
- Professional/Paraprofessional Training Needs
- Norm-referenced Tests
- Promotion/Retention Rates
- Informal Evaluations

## Components of a Title I Schoolwide 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      |   |                                   |

5 Schools

1,103 Students Enrolled

HOW WELL IS THIS DISTRICT PERFORMING OVERALL?



UNDERSTANDING OVERALL PERFORMANCE



This report card is designed to tell us how well we are helping students reach grade level and how well we are preparing them for success after high school. Much like the grades we give students, we can use these grades to identify ways to help schools improve over time. The overall grade is based on performance in three different areas, or domains, which are noted below.



STUDENT ACHIEVEMENT



The Student Achievement domain tells us how much students know and are able to do at the end of the school year.



SCHOOL PROGRESS



The School Progress domain shows us how students are performing over time and compares that progress to similar schools.



CLOSING THE GAPS



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

DISTINCTIONS

✕ Postsecondary Readiness



**STUDENT ACHIEVEMENT**

	SCORE	% OF GRADE
STAAR Performance	74	40%
College, Career, and Military Readiness	96	40%
Graduation Rate	80	20%
<b>Total</b>	<b>84</b>	<b>100%</b>



**SCHOOL PROGRESS**

	SCORE	
Academic Growth	84	The higher of Growth or Performance is used.
Relative Performance	92	
<b>Total</b>	<b>92</b>	



**CLOSING THE GAPS**

	SCORE	% OF GRADE
Grade Level Performance	25	50%
Academic Growth/Graduation Rate	100	10%
English Language Proficiency	0	10%
Student Achievement	100	30%
<b>Total</b>	<b>77</b>	<b>100%</b>

**FINANCE SUMMARY 2016-17**

**FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS (FIRST)**



## Academic Performance Chart STAAR DATA 2018

<b>Reading/ELA</b>	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	ENGLISH 1	ENGLISH 2
<b>State Average</b>	<b>76</b>	<b>72</b>	<b>82</b>	<b>66</b>	<b>72</b>	<b>83</b>	<b>60</b>	<b>66</b>
GS-All Students	77	73	81	48	70	96	67	65
African American	*	*	*	*	*	*	*	*
Hispanic	73	60	84	45	61	96	53	53
White	67	72	80	46	61	90	76	72
Economically Dis.	60	66	75	43	57	90	55	53

<b>Writing</b>	Grade 4	Grade 7
<b>State Average</b>	<b>61</b>	<b>67</b>
GS- All Students	56	54
African American	*	*
Hispanic	55	61
White	56	53
Economically Dis.	52	53

<b>Math</b>	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	ALGEBRA 1
<b>State Average</b>	<b>77</b>	<b>78</b>	<b>90</b>	<b>76</b>	<b>71</b>	<b>84</b>	<b>83</b>
GS- All Students	65	77	89	62	60	77	78
African American	*	*	*	*	*	*	*
Hispanic	53	75	84	64	61	95	82
White	67	78	91	59	61	69	78
Economically Dis.	58	71	88	57	59	76	75

<b>Social Studies</b>	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	US History
<b>State Average</b>						<b>64</b>	<b>92</b>
GS- All Students						73	95
African American						*	*
Hispanic						75	93
White						73	96
Economically Dis.						69	94

<b>Science</b>	Grade 5	Grade 8	Biology
<b>State Average</b>	<b>75</b>	<b>74</b>	<b>87</b>
GS-All Students	74	62	91
African American	*	*	*
Hispanic	73	58	86
White	73	65	96
Economically Dis.	67	55	87

Includes re-testers if available

## 2018

### Grand Saline STAAR Data compared to Statewide Results

#### Reading Grades 3-8

Grade	2014-2015		2015-2016		2016-2017		2017-2018	
	GS	State	GS	State	GS	State	GS	State
3	56	77	69	74	46	72	77	76
4	67	74	62	77	60	70	73	72
5	83**	78**	74**	75**	65	71	81**	82
6	81	76	68	71	58	67	48	66
7	83	75	74	72	65	72	70	72
8	90**	78**	94**	82**	82	76	96**	83

#### Math Grades 3-8

Grade	2014-2015		2015-2016		2016-2017		2017-2018	
	GS	State	GS	State	GS	State	GS	State
3	59	77	67	76	52	76	65	77
4	60	73	47	74	64	75	77	78
5	79	79	77**	79**	83	81	89**	90
6	59	75	57	74	56	75	62	76
7	84	72	53	71	55	68	60	71
8	85	75	88**	73**	78	75	77**	84

#### Science Grades 5 & 8

Grade	2014-2015		2015-2016		2016-2017		2017-2018	
	GS	State	GS	State	GS	State	GS	State
5	54	72	64	75	52	73	74	75
8	74	70	80	76	72	74	62	74

#### Writing Grades 4 & 7

Grade	2014-2015		2015-2016		2016-2017		2017-2018	
	GS	State	GS	State	GS	State	GS	State
4	58	70	51	69	54	63	56	61
7	76	72	73	70	67	68	54	67

#### Social Studies

Grade	2014-2015		2015-2016		2016-2017		2017-2018	
	GS	State	GS	State	GS	State	GS	State
8	46	64	66	65	58	62	73	64

#### EOC

Exam	2014-2015		2015-2016		2016-2017		2017-2018	
	GS	State	GS	State	GS	State	GS	State
Algebra I	81**	81**	85**	82**	71	82	78	83
US History	76**	91**	90**	92**	86	92	95	92
Biology	95**	92**	91**	85**	91	85	91	87
English I	76**	63**	75**	60**	61	60	67	60
English II	77**	66**	81**	62**	61	62	65	66

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

# 2018-2019 Comprehensive Needs Assessment and Improvement Plan

## Grand Saline ISD, Grand Saline High School, Grand Saline Middle School, Grand Saline Intermediate, and Grand Saline Elementary

### District - Data Analysis Summary

#### Findings: Refer to 2018 State Accountability and Additional Targets

- The district received a **Rating of B, scaled score of 88** in State Accountability.
- All campuses received a **Rating of Met Standard** in State Accountability.
- Additional Targets: Intermediate, Middle School, and High School received additional targets for 2018..

#### Closing the Gaps: Additional Targets

##### High School

Academic Achievement in ELA/Reading – Not Met in Hispanic, White, Econ Dis., Continuously Enrolled

Academic Achievement in Math - Not Met in All Std., Hispanic, White, Econ Dis., Continuously Enrolled

Growth Status in ELA/Reading – Not Met in All Std., White, Econ Dis., Continuously Enrolled

Growth Status in Math – Not Met in All Std., White, Econ Dis., Continuously Enrolled

Student Success Status - Not Met in All Std., Hispanic, White, EL Current/Monitored, Continuously Enrolled

##### Middle School

Academic Achievement in ELA/Reading – Not Met in All Std., White, Continuously Enrolled

Academic Achievement in Math - Not Met in All Std., Hispanic, White, Econ Dis., Continuously Enrolled, Non-Continuously Enrolled

Growth Status in ELA/Reading – Not Met in All Std., White, Econ Dis., Continuously Enrolled

Growth Status in Math – Not Met in All Std., White, Continuously Enrolled, Non-Continuously Enrolled

Student Success Status - Not Met in All Std., Hispanic, White, Econ Dis., SPED Current, SPED Former, EL Current/Monitored, Continuously Enrolled

##### Intermediate School

Academic Achievement in ELA/Reading – Not Met in White, EL Current/Monitored, Continuously Enrolled, Non-Continuously Enrolled

Academic Achievement in Math - Not Met in White, EL Current/Monitored, Non- Continuously Enrolled

Growth Status in ELA/Reading – Not Met in All Std., White, Econ Dis., Continuously Enrolled

Growth Status in Math – Not Met in All Std., White, Econ Dis., Continuously Enrolled

English Language Proficiency Status in ELP Target – EL Current/Monitored

Student Success Status - Not Met in All Std., Hispanic, White, EL Current/Monitored, Continuously Enrolled, Non-Continuously Enrolled

#### Performance Based Monitoring Analysis System

No Data at this time – 9-24-2018



## **IMPROVEMENT IMPLEMENTATION PLAN**

### **Goal 1:**

Grand Saline ISD will increase state assessment passing rate in Reading and Math to Meets GL Standard or Above STAAR Progress Measures and Performance levels for all students in Grades 3-8. Students in Grades 3-8 Reading will increase from 44% to 46% by May 2019 and Math will increase from 37% to 39%.

### **Strategy:**

Writing across the curriculum will be employed in Grades 3-12. Professional Development in effective Reading, Writing, and Math strategies will be employed at each campus. Utilize Professional Development to provide best practices and teaching strategies to address differentiation and learning styles for ELL student groups. Substitutes will be utilized once each six weeks to allow for planning and collaboration.

### **Interventions:**

- Writing assignments will be designed to introduce or give students practice with the language conventions of a discipline as well as with specific formats typical of a given discipline.
- Math and ELAR consultants will provide support in pacing, assessment development, coaching, modeling, classroom strategies, and data review.
- ELAR Teachers in Grades K-8 will attend Empowering Writing workshops and implement skills learned.
- Teachers will employ effective writing strategies for all student groups continuing with Writer's Workshop, 6+1 Traits of Writing, Kemah Writing strategies.
- Professional development in linguistic tools to provide successful teaching strategies to address language development in mathematics, reading, and writing.
- Teachers will identify students needing interventions based on TEA Interim Assessments, and local Progress Monitoring Assessments utilizing DMAC for computerized benchmarking in ELAR and Math (at tested levels).
- There will be on-going review of PEIMS student data and disaggregation of performance data led by the campus principal.
- Title III specialist will provide training in SIOP and effective linguistic strategies.
- MS Math teachers will attend CAMT

### **Impact:**

Leadership and staff will have appropriate knowledge and skills and take ownership of student success and learning and will increase performance on state assessment and increase graduation rate.

### **Goal 2:**

Students will be reading on or above grade level.

**Strategy:**

Implementation of Reading Horizons Elevate, Grades 3-8 and Reading Horizons Discovery, K-2. Year 2 of Reading Horizons, phonics program K-3. Add RtI Intervention and Elevate classes at middle school. The high school and middle school will implement a flex period for targeted acceleration of instruction.

**Interventions:**

- Teachers will continue to review online professional development modules together once each six weeks and discuss implementation.
- Principals will conduct walk-through's to provide feedback in Year 2 implementation of the program.

**Impact:**

Student success will increase on progress monitoring and state assessments.

**Data Collection for Monitoring Interventions:**

- Interim Assessment Data
- Progress Monitoring Reports
- Phone logs for parent contacts on attendance, discipline, or academic concerns.
- Lesson plans that include writing assignments in all core classes.
- Sign in sheets for Professional Development
- PEIMS reports on attendance, discipline, and grades.
- T-TESS Goals
- Walk-Through Observations

**Conclusion:** Identified areas of concern: >10% below state performance: Grade 6 Reading; Grade 7 Writing; Grades 3, 6, and 7 Math; and Grade 8 Science. Significantly higher than the state average was Grade 8 Reading. Each campus will need to focus on all identified student groups to Close the Gaps.

**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 2019, 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, EOC, TELPAS, and TAPR.

**Title I Schoolwide Components: 1, 2, 3, 4, 6, 7, 8, 9, 10**

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
Utilize SCE funds to support Title I Schoolwide Programs at campuses with minimum of 40% economically disadvantaged students. <ul style="list-style-type: none"> <li>▪ Elementary School</li> <li>▪ Intermediate School</li> <li>▪ Middle School</li> <li>▪ High School</li> </ul>	Elementary School Principal Intermediate School Principal Middle School Principal High School Principal	SCE	August 2018 January 2019 May 2019	100% of students will attain state assessment passing rate in Reading and Math to Meets GL Standard or Above STAAR Progress Measures and Performance levels for all students in Grades 3-8.	
Continue cross-curricular teaming of CTE and academic content teachers to foster integration of TEKS among disciplines. Career & Technical Education Advisory Committee	Assistant Superintendent High School Principal CTE Teachers Secondary Counselor MS Counselor	Local	August 2018 Sept 2018 October 2018 January 2019 May 2019	100% of CTE teachers will team with academic content teachers.	
Equip campuses with additional supplies and materials to enable teachers to more effectively integrate technology TEKS into the classroom allowing access of USB ports, curriculum software and hardware such as chrome books, laptops, iPads, etc.	Assistant Superintendent Technology Staff	Local IMA Funds Local	August 2018 January 2019 May 2019	100% of campuses will have access to library materials.	
Require GT 6 hour annual update for all teachers that have the GT initial 30 hour training.	Assistant Superintendent Principals Region 7	Local	August 2018	100% of all GT teachers will complete 6 hour GT update.	
Continue to provide Dual-Enrollment with Tyler Junior College and provide appropriate scheduling at 8 <sup>th</sup> grade level to meet coherent sequence of classes for articulated credit at surrounding junior colleges.	Assistant Superintendent High School Principal Secondary Counselor MS Counselor	Local H.S. Allotment	August 2018 January 2019 May 2019	100% of eligible students will be identified and have opportunity to participate.	
Continue enrichment opportunities for GT students through pull out programs, classroom enhancement, after school projects, etc. <ul style="list-style-type: none"> <li>▪ Robotics, MS</li> <li>▪ Reading/Math Honor Classes MS</li> <li>▪ Dual Credit</li> <li>▪ Debate Team, HS</li> <li>▪ Duke TIP</li> </ul>	Assistant Superintendent Principals Counselors Teachers	Local	August 2018 January 2019 May 2019	100% of eligible students will be identified and have opportunity to participate.	

Continue to provide activities enabling students to smoothly transition from the home to school, from campus to campus, and from school to work.	Assistant Superintendent Principals Counselors	Head Start Local	August 2018 May 2019	100% of students will have opportunity to participate.	
Provide parents access to student grades via the internet. ▪ txGradebook	Principals Technology Staff	Local	August 2018 January 2019 May 2019	100% of parents will have the opportunity to participate.	
Identify scientifically research based intervention strategies to reduce percentage of Special Education students in order to meet ESSA requirements. (PBMAS)	Assistant Superintendent Special Ed Director Principals Counselors Teachers	Local	August 2018 January 2019 May 2019	No More than 1% of district enrollment will be identified as Special Education students taking STAAR Alternative 2.	
Continue to provide Pregnancy Related Services.	Principals Counselors Nurse	Local	December 2015 May 2019	100% of eligible students stay enrolled in school and earn credits toward graduation.	
Provide student incentives for perfect attendance.	Principals	Local	August 2018 January 2019 May 2019	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.	Principals Truancy Clerk	Local	August 2018 January 2019 May 2019	96% attendance rate or higher each six weeks.	
Provide staff with training on identifying, supporting, and monitoring student groups. (TAIS, Additional Targets, PBMAS) ▪ Dyslexia and Related Disorders ▪ Limited English Proficient ▪ Special Education ▪ Gifted and Talented ▪ At-Risk ▪ Economically Disadvantaged	Assistant Superintendent Special Ed. Director Principals Counselors Dyslexia Specialist Region 7 Specialist Teachers	Local	August 2018 January 2019	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. ▪ Higher Education Admissions and Financial Aid Resources and Opportunities ▪ Health/Science Technology ▪ College/Career Days ▪ Work-based Learning ▪ SIGI ▪ PSAT (9-11) ▪ College Board ▪ Job Shadowing Program	Assistant Superintendent Principals Counselors	Local CTE High School Allotment	August 2018 January 2019 May 2019	100% of students will have access to information.	
Provide SAT/ACT software for use in middle and high school library.	Counselors	Local	August 2018	100% of students will have the opportunity to participate.	
Provide students opportunity to regain high school credit through Odyssey Ware credit recovery program.	High School Principal High School Counselor	Local	October 2018 January 2019 June 2018	100% of students meeting requirements of program will have opportunity to participate.	
Co-ordinate DAEP with Rains ISD in order to ensure continuous alignment of quality instruction and course completion.	Assistant Superintendent Secondary Principals Secondary Counselors Secondary Teachers	Local	January 2019 May 2019	100% of all students participating will pass assigned courses.	
TJC Promise Scholarship Opportunity for current Freshmen Class and beyond which will provide 2 years of tuition and fees for students meeting eligibility criteria.	Principal Counselor Superintendent	Local	2018-2019	Students meeting criteria to qualify for 2 years of tuition and fees paid for at TJC.	

Participate in Title III, Contracted Services with Region VII ESC for services to ensure high academic standards for LEP students. (Additional Targets, PBMAS)	Assistant Superintendent Region 7 Specialist	Local	Monthly	100% of participants will provide documentation of attendance.	
Provide intervention strategies and instruction for all LEP students as needed. (Additional Targets, PBMAS) <ul style="list-style-type: none"> <li>Imagine Learning</li> <li>Odyssey Ware</li> <li>Rosetta Stone</li> <li>Istation</li> </ul>	Assistant Superintendent Principals ESL Teachers Region 7 Specialist	Title III Local IMA Funds	August 2018 January 2019 May 2019	100% of LEP students will participate as needed.	
Continue to train all academic content area teachers in effective teaching strategies for ELL's. (Additional Targets, PBMAS) <ul style="list-style-type: none"> <li>SIOP Training</li> <li>ELPS</li> <li>Linguistic Instructional Alignment Guide</li> </ul>	Assistant Superintendent Principals ESL Teachers Region 7 Specialist	Local	August 2018 Oct 2018 Jan 2019	100% of academic content area teachers will participate.	
Pay testing and certification fees for all teachers acquiring new ESL certification in effort to meet the needs of students in classroom setting versus pull-out program.	Assistant Superintendent Principals	Local	August 2018 January 2019 May 2019	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.	Assistant Superintendent Secondary Counselor	Local	August 2018 January 2019 May 2019	100% of LEP students will participate.	
ESL certified pull out teachers will receive support from Region 7 specialist to assist with instructional strategies in working with ESL students and how to apply the PLD's accurately when rating students. (Additional Targets, PBMAS)	Assistant Superintendent Principals Region 7 Specialist	Local	August 2018	100% Participation of all ESL Program Certified Teachers.	
Include specific measurable achievement goals and targets for each of the groups of students identified in the disaggregated data and provide additional support for students not achieving expectations. <ul style="list-style-type: none"> <li>Provide 4 year plans for all LEP students</li> </ul>	Assistant Superintendent Principals Counselors ESL Teachers	Local	August 2018 January 2019 May 2019	All LEP students in Gr. 9-12 will have 4 year plan.	
Create a culture of high expectations by providing support for all students. Develop and incorporate beliefs that articulate the district's theory of action and learning, reflecting high expectations citizens. Create a culture of high expectations by providing support for all students. <ul style="list-style-type: none"> <li>College Monday's</li> <li>College and Career Day</li> </ul>	Superintendent Assistant Superintendent Principals Counselors Teachers	Local	August 2018 January 2019 May 2019	100% of parents will have opportunity to participate. 100% of students will have an increase in student performance.	
Foster Care/Homeless students will be allowed to attend their school of origin when deemed it is in the best interest of the student to do so.	Foster Care/Homeless Liaison SPED Director Transportation Director	Local	Ongoing	100% of all identified students will have an individual transportation plan.	

**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 2018-2019 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, EOC, and TELPAS.

**Title I Schoolwide Components:** 1, 2, 3, 4, 8, 9, 10

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
Provide STAAR remediation for Reading and Math for at-risk students.	Principals	Local	August 2018 May 2019	Student growth on state assessment will improve by 2% per year in Reading and Math.	
Provide dyslexia training for research based strategies meeting 5 components of dyslexia handbook. <ul style="list-style-type: none"> <li>▪ Scottish Rite Literacy</li> <li>▪ Rite Flight</li> <li>▪ Texas Gateway Course</li> </ul> HS Reading I course for students qualifying for dyslexia services, LEP students, and struggling readers. (Additional Targets, PBMAS)	Assistant Superintendent Dyslexia Specialist Principals Teachers	Local		Student growth on state assessment will improve by 2% per year in Reading and Math.	
Identify district/campus intervention strategies for RTI process. Utilize DMAC for computerized benchmarking in Reading/ELA and Math for grades 2-11. Utilize disaggregated data to identify TIER groups of learning. Utilize State Assessment software for STAAR/STAAR and data disaggregation. <ul style="list-style-type: none"> <li>• Maintain Progress Monitoring (PM) System to meet the needs of all students to drive appropriate instruction and intervention strategies. Utilize DMAC for data analysis of PM System, State Assessment &amp; PGP. Improve supports to all struggling student groups, ECD, ELL and Special Ed student groups in Reading, Math, and Writing. (Additional Targets, PBMAS)</li> </ul>	Assistant Superintendent Principals Teachers	Local	August 2018 January 2019 May 2019	Student growth on state assessment will improve by 2% per year in Reading and Math. 100% of teachers will have access to analyzed STAAR data when scores are available to the district.	
Include specific measurable achievement goals and targets for each of the groups of students identified in the disaggregated data progress and provide additional support for students not achieving expectations (Additional Targets) (PBMAS) through tutorials and after-school programs in core content areas for grades 3-12.	Assistant Superintendent Principals Teachers	Local SCE	August 2018 January 2019 June 2019	Student growth on state assessment will improve by 2% per year in Reading and Math.	
Incorporate scientifically based research strategies that strengthen the core academic program in schools served by GSISD <ul style="list-style-type: none"> <li>▪ Istation</li> <li>▪ ESTAR</li> <li>▪ Meadows Foundation Intervention Program</li> <li>▪ TEMI</li> <li>▪ Odyssey Ware</li> <li>▪ Imagine Learning</li> <li>▪ DRA &amp; Guided Reading</li> </ul>	Assistant Superintendent Principals Counselor Teachers	Local IMA Funds	August 2018 January 2019 May 2019	Student growth on state assessment will improve by 2% per year in Reading and Math.	

<ul style="list-style-type: none"> <li>▪ Renaissance Learning</li> </ul>					
<p>Reading Horizons Phonics Program, Year 2</p> <ul style="list-style-type: none"> <li>▪ Staff Development, One Day On-Site</li> <li>▪ Online Continual Support with Modules</li> <li>▪ Reading Horizons Online Elevate Program</li> <li>▪ Reading Horizons Online Discovery</li> </ul>	Assistant Superintendent Principals Teachers	Local	August 2018 January 2019 May 2019	Student growth on state assessment will improve by 2% per year in Reading and Math.	
Utilize substitutes one day each six weeks to allow teachers time to plan, meet with vertical teams, and plan common assessments.	Assistant Superintendent Principals Teachers	Title V	November 2018 January 2019 February 2019 April 2019 May 2019	Student growth on state assessment will improve by 2% per year in Reading and Math.	
Train all ELAR teachers K-8 in Empowering Writer's	Assistant Superintendent Principals Teachers	Local Title V	September 2018 October 2018	Student growth on state writing assessments will improve by 2% per year.	

**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 participation data and surveys.

**Title I Schoolwide Components:** 4, 6, 9

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
Include strategies to promote effective parental involvement in the school. <ul style="list-style-type: none"> <li>▪ SBDM Committees</li> <li>▪ Parent Conferences, Parent Meetings</li> <li>▪ Indian Pride Nights</li> <li>▪ Holiday in the Halls</li> <li>▪ LEP Parent Training</li> <li>▪ Dyslexia Info. Night</li> <li>▪ Bring Your Dad to School Day</li> </ul>	Superintendent Assistant Superintendent Principals Counselors Teachers	Local	August 2018 October 2018 November 2018 December 2018 January 2019 May 2019	100% of parents will have opportunity to participate. 100% of students will have an increase in student performance.	
Strategies to promote parent engagement in school health. <ul style="list-style-type: none"> <li>• Health Fair</li> </ul>	Assistant Superintendent School Nurse SHAC Committee	Local	Oct 2018 Dec 2018 Jan 2019 March 2019	100% of parents will have opportunity to participate.	
Survey to assess the needs and interests of parents related to academics and health.	Assistant Superintendent	Local	April 2018	100% of parents will have opportunity to participate.	
Provide professional development on effective parent engagement strategies.	Assistant Superintendent Principals	Local	Nov 2018 Jan 2019 April 2019	100% of staff will be trained.	
Engage parents in homework assignments or other health activities at home.	Assistant Superintendent Principals Teachers	Local	Oct 2018 Dec 2018 Jan 2019 March 2019	100% of parents will have opportunity to participate.	
Utilize technology tools to communicate with parents. <ul style="list-style-type: none"> <li>▪ Remind 101</li> <li>▪ Google Classroom</li> <li>▪ Website</li> <li>▪ GSISD Facebook</li> </ul>	Principal Counselor Teachers	Local	Aug-May	Increase knowledge of involvement activities.	



**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 TAPR, surveys, and local staffing data.

**Title I Schoolwide Components: 3, 4, 5, 10**

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 and Consultants. <ul style="list-style-type: none"> <li>▪ Administrative Leadership Cooperative</li> <li>▪ Digital Learning</li> <li>▪ Superintendent Academy</li> <li>▪ Fine Arts Coop</li> <li>▪ GT Curriculum Coop</li> <li>▪ Guidance &amp; Counseling Contracted</li> <li>▪ Nurses, Health &amp; PE Coop</li> <li>▪ Special Education Services</li> <li>▪ TEKS Resource</li> <li>▪ Title I C Migrant SSA</li> <li>▪ Title III Bilingual/ESL Contracted</li> <li>▪ Academic Content Coop</li> <li>▪ Video Conf Bridging Services</li> </ul>	DSB Committee Assistant Superintendent Principals	Local	Monthly	100% of participants will provide documentation of attendance.	
Participate in Job Network Services with Region VII ESC to post for certified applicants including Bilingual certified teachers. <b>Utilize local website to post open positions.</b>	Superintendent Assistant Superintendent Principals	Local	August 2018 January 2019 May 2019	100% of new hires will be highly qualified.	
Continue to provide above state-base salary scale and financial incentives to recruit and maintain state certified teachers.	Superintendent Assistant Superintendent	Local Title I, Part A	Monthly	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>▪ TASA</li> <li>▪ TASB</li> <li>▪ TACE</li> <li>▪ CTE</li> </ul>	Superintendent Assistant Superintendent Principals	Title I Local	Monthly	100% of participants will provide documentation of attendance.	
Require all new substitute teachers to complete online Substitute Teacher Training.	Assistant Superintendent Principals	Local	August 2018	100% of substitute teacher s will participate.	
Provide district/campus new staff orientation and mentoring.	Assistant Superintendent Principals	Local	August 2018	100% of new teachers will participate.	
Provide uniform interview process	Superintendent Assistant Superintendent Principals	Local	June 2019	100% of new hires will be State Certified.	
Campus principals will conduct walk-thru's and scripted observations. Principals will look for higher-level questions, thinking maps and daily objectives. Enhance performance reviews and feedback, ensuring consistency among all administrators using T-TESS.	Principal	Local	Weekly	100% of teachers 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 and programs 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, PEIMS 425 Report, and surveys.

**Title I Schoolwide Components: 1, 2, 5,6, 9, 10**

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
Provide security doors at all campus entries and cameras in campus hallways. <ul style="list-style-type: none"> <li>▪ High School</li> <li>▪ Middle</li> <li>▪ Intermediate</li> <li>▪ Elementary</li> </ul>	Superintendent Principals Technology Director	Local	August 2018 January 2019 May 2019	10% decrease in discipline referrals each six weeks.	
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, Sexual Abuse and Maltreatment of children and Bullying</li> <li>▪ Classroom Management</li> <li>▪ Student Code of Conduct</li> <li>▪ Suicide Prevention</li> <li>▪ Racial Sensitivity</li> <li>▪ Bullying Protocol</li> <li>▪ A.L.I.C.E. Training</li> </ul>	Assistant Superintendent Principals Counselors Region 7 Specialist	Local	August 2018 January 2019	100% of teachers will participate.	
Continue to require and provide CPR/First Aid training. <ul style="list-style-type: none"> <li>▪ Principals</li> <li>▪ Campus Secretaries</li> <li>▪ Coaches, Band Directors, &amp; Cheerleading Sponsors</li> <li>▪ Identified CTE Teachers</li> <li>▪ Bus Drivers</li> </ul>	Assistant Superintendent Nurses Athletic Director Maintenance/Transportation Dir.	Local	August 2018 May 2019	100% of identified groups will participate.	
Ensure each campus has a trained Crisis Prevention Intervention team.	Special Ed Director Principals	Special Education Local	August 2018 May 2019	100% of campuses will have trained team.	
Utilize Emergency Operations Plan to ensure preparedness in all emergency situations in school or community. <ul style="list-style-type: none"> <li>▪ Provide ALICE Intruder Training</li> </ul>	Superintendent Assistant Superintendent Maintenance Director Emergency Operations Team Region 7 Specialist	Local	Monthly August 2018	100% of staff will be informed of plan and respond appropriately in emergency situations.	
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.	Principals Teachers	Local	August 2018 January 2019 May 2019	10% decrease in discipline referrals each six weeks.	
Utilize random dog searches for illegal substances.	Superintendent Principals	Local	Monthly	50% reduction in incidents of found contraband.	
Campus character education program to teach and reward good behavior and character. <ul style="list-style-type: none"> <li>▪ Wellness Plan</li> <li>▪ Character Counts</li> </ul>	Assistant Superintendent Principals Counselors	Local	Monthly	10% decrease in discipline referrals each six weeks.	

<p>Support and enforce health and safety for staff and students.</p> <ul style="list-style-type: none"> <li>▪ SHAC -District Wellness Plan</li> <li>▪ Red Ribbon Week</li> <li>▪ Dogs Against Drugs</li> <li>▪ Aim for Success</li> <li>▪ JK Hope</li> <li>▪ Positive Behavioral Intervention Strategies</li> <li>▪ Sensory Room</li> <li>▪ VOICE</li> <li>▪ Counseling</li> <li>▪ STOPit!</li> </ul>	<p>Superintendent Assistant Superintendent Principals Counselors School Nurses SHAC Committee Mentors</p>	<p>Local</p>	<p>Monthly</p>	<p>10% decrease in citations in "Minor in Possession". 10% decrease in discipline referrals each six weeks.</p>	
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**Identification and Recruitment  
Action Plan 2018-2019**

**Strategy 1: Professional Development** Districts will participate in effective professional development activities in order to accurately and effectively identify and recruit migrant students and out of school youths.

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Meet federal requirements for annual Identification and Recruitment (ID&R) training	Participate in training	Migrant Contact	Before TEA deadline	State ID&R training, ID&R manual	Certificate
ID&R training for any new ESC or district Migrant staff and other non-migrant staff	Participate in training	Migrant Contact	As requested	State ID&R training, ID&R manual	Certificate
Updates from TEA and Education Service Center (ESC)	Receive updated information	ESC Migrant Specialist	As updates become available	Emails	Copies of updates
Migrant Education Program Advisory Council	Required activity to develop: Needs Assessment Plan, Priority for Service Action Plans, Review Statewide Delivery Plan, ID&R Planning and quality control plan	GSISD and ESC Migrant Contacts	September, 2018 and April, 2019	District data, plan	Certificate, Needs Assessment Plan, PFS Action Plan, ID&R Plan
Migrant Education Program Advisory Council will develop Priority for Service Action Plan Template, ID&R Action Plan Template and Needs Assessment Plan.	ESC 7 MEP Advisory Council Workshop	GSISD and ESC Migrant Contacts	September, 2018 and April, 2019	Action Plan Templates, PowerPoint	Certificate, Needs Assessment Plan, PFS Action Plan Template and ID&R Action Plan Template

**Identification and Recruitment  
Action Plan 2018-2019**

**Strategy 2: Identification and Recruitment Process** ESC 7 and districts will actively, accurately and effectively identify and recruit migrant students and out of school youths.

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Actively and safely recruit Out of School Youth (OSY)	Meeting community members, churches, Chambers of Commerce, businesses	ESC OSY Recruiter, ESC Migrant Specialist, ESC Migrant Recruiter	Ongoing	Flyers, Newspapers	Agendas, flyers, newspaper
	Employers surveyed	ESC OSY Recruiter	Ongoing	Employer survey	Completed surveys
	ESC Recruiters follow ESC7 Safety Procedures	ESC Recruiters	Ongoing	ESC7 Procedures	Procedures reviewed with Recruiters
	Contact potentially eligible migrant families-by conducting family surveys during school registration and throughout the year.	GSISD and ESC	Year round	Family survey	NGS district reports, completed surveys
Identification of children and youth who are under the age of 22, moved across school district lines alone or with parents in order to obtain temporary or seasonal agricultural employment due to economic necessity.	Screening family surveys	GSISD and ESC	Upon enrollment or identification	Family survey	NGS district reports, completed surveys
	Use New Generation System and Migrant Student Interstate Exchange (NGS and MSIX) to verify previously eligible Migrant students	Project districts and ESC	Upon enrollment or identification	Family survey	NGS district reports, completed surveys
	Tracking late enrollment, early withdrawal	GSISD and ESC	Upon enrollment and withdrawal	Family surveys and withdrawals	NGS district reports, completed surveys

**Identification and Recruitment  
Action Plan 2018-2019**

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Complete Certificate of Eligibility (COE)	Recruiter completes COE and Supplemental Documentation Form (SDF) during family interview. Submit completed COE and SDF to designated reviewer for review	ESC Recruiters	Within 5 days of parent signatures	COEs	Completed COE
Review COEs	Reviewer reviews COE and SDF, returns COE and SDF to recruiter if additional information is needed, then submits to New Generation System (NGS) Terminal Site for entry into to NGS.	Recruiter, Reviewer, NGS data entry personnel	Within 7 days of parent signature.	COEs	Completed COE with 2 signatures and NGS report.
Conduct Residency Verification	Verify continued residency for all currently eligible migrant children who have not made a new qualifying move during the current reporting period. Recruiter will request school record to verify enrollment and/or obtain parent signature for unenrolled youth.	District Migrant Contact, ESC Migrant Department	September 1, 2018- November 1, 2018. For 2 yr old turning 3, on or after 3rd birthday	COEs, School records	Updated COE, parent signature, NGS residency verification report
Notify the school district when students qualify for the Migrant Education Program	Letter and a copy of the COE is sent to District Migrant Contact and to PEIMS Coordinator	ESC7 Migrant Department	Within 7 days of entry into NGS.	COE, letter	District's receipt of letter

**Identification and Recruitment  
Action Plan 2018-2019**

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Maintain a strong system of Quality Control	Eligibility Review-Forward COEs with more than one comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual. Project Districts send a copy of COEs to ESC.	Recruiters, Reviewers, MEP administrators, ESC MEP contact	Ongoing	Documentation forms, re-interview documentation	Completed documentation forms, Re-interview documentation
	Work with the ESC to provide training support to MEP recruiters, designated reviewers and other MEP staff as specific needs are observed throughout the year.	All MEP staff	Ongoing	Manual, Documentation forms	Certificate
Annual Evaluation of ID&R Program	Analyze data	ESC and districts	May, 2019	NGS forms	Completed NGS forms
Maintain up-to-date records on file	Maintain updated active and inactive records. Retain records for seven (7) years.	ESC and districts	Ongoing	COEs	COE records
Coordinate with ESC for annual eligibility validation	Validate eligibility through re-interview process according to instructions set forth by TEA	ESC, MEP staff, previously identified children selected by State MEP	January - June, 2019	COEs, TEA guidance	TEA report

**Identification and Recruitment  
Action Plan 2018-2019**

**Strategy 3: Family and Community Relations and Coordination** Region 7 Project and SSA districts will actively, accurately and effectively work with families and community members.

Required Activities	Activity	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Parent Advisory Committee (PAC)	Parent questionnaire	ESC and Districts	September - October 2018	Questionnaire and listserv	Completed questionnaire
	Gather data	ESC and Districts	November, 2018	Documentation	Completed documentation
	Provide appropriate meeting based on data	ESC and Districts	Fall Semester and Spring Semester	Data, determined by needs, invitations, announcements	Agenda, sign in sheets, invitations
Business Relations and Coordination	Meet with Chambers of Commerce, churches, community members and businesses	ESC Migrant staff	Ongoing	Determined by needs, invitations, announcements	Documentation of meeting, time accounting
	Invite Community and Businesses to PAC	ESC and Districts	Fall Semester and Spring Semester	Determined by needs, invitations, announcements	Agenda, sign in sheets, invitations
Services	Provide school supplies and Summer Education Program materials as determined by needs assessment to Migrant Students.	ESC Migrant staff	Ongoing	NGS enrollment report, supplies, books	Signature on Delivery form



**Grand Saline ISD**

Additional Activities			
▪			
<b>Provide services to PFS migrant students.</b>			
▪ The district's Title I, Part C Migrant Coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	ongoing as student enrolls in school	MEP staff	Bright Beginning documentation, class rosters
▪ The district's Title I, Part C Migrant Coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	ongoing	MEP staff	PFS student review forms, attendance reports, appointment documentation
▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	ongoing	MEP staff	PFS student review forms
Additional Activities			
▪			

Debby Morse  
LEA Signature

9-25-18  
Date Completed



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