

Grand Saline Independent School District

District Plan of Action 2019-2020



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
- Kristi Maciel, High School/Middle School Teacher
- Bryce Nations, High School Teacher
- Ryan Simmons, Middle School Principal, Non-Teaching Professional
- Mandy Mize, Intermediate/Middle School Principal, Non-Teaching Professional
- Casey Cook, Middle School Teacher
- Caroline LaPrade, Middle School Teacher
- Rebecca Lopez, Middle School Teacher
- Jilliyn Geremonte, Middle School Teacher
- Debra Bennett, Middle School Para Professional
- Mandy Mize, Intermediate School Principal, Non-Teaching Professional
- Joe Perritt, Intermediate, Non-Teaching Professional
- Tara Turner, Intermediate School Teacher
- Tammy Deuson, Intermediate School Teacher
- Patsy Veliz, Intermediate Teacher
- Jennifer Schaphorst, Intermediate Teacher
- Crystal Barton, Intermediate Teacher
- Lori Hooton, Elementary Principal, Non-Teaching Professional
- Shayna Anderson, Elementary School Teacher
- Elizabeth Rogers, Elementary School Teacher
- Michelle McFarlin, Elementary School Teacher
- Evelyn Caraway, Elementary School Teacher
- Kelly Ivy, Elementary Para Professional
- 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.

Contracted Services to support continuous improvement in program and budget implementation by training, educating and developing employees. The training will consist of a comprehensive review of data, planning/implementation, funding and budgetary alignment to assist in connection of funds and expenditures. It will also provide training/professional development and support for capacity building in compliance of federal/state requirements.

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
- 2019 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 | | |

Student Enrollment Details 1,125 Students Enrolled **Address** 400 STADIUM DR, GRAND SALINE, TX 75140

DISTRICT OVERVIEW 2018-19

HOW WELL DID THIS DISTRICT PERFORM OVERALL?



87 out of 100

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

2017-18
B
88 out of 100

2018-19
B
87 out of 100

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

OVERALL PERFORMANCE DETAILS

STUDENT ACHIEVEMENT



86 out of 100

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

SCHOOL PROGRESS



91 out of 100

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

CLOSING THE GAPS



78 out of 100

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

WHERE DID THIS DISTRICT PERFORM EXCEPTIONALLY WELL?

Student Enrollment Details 1,125 Students Enrolled **Address** 400 STADIUM DR, GRAND SALINE, TX 75140

HOW ARE SCORES CALCULATED?

STUDENT ACHIEVEMENT

Component	Score	% of grade
STAAR Performance	74	40%
College, Career, and Military Readiness	94	40%
Graduation Rate	95	20%
Total	86	100%

SCHOOL PROGRESS

The higher score of Academic Growth or Relative Performance is used.

Component	Score	% of grade
Academic Growth	70	
Relative Performance	91	100%
Total	91	100%

CLOSING THE GAPS

Component	Score	% of grade
Grade Level Performance	31	50.0%
Academic Growth/Graduation Rate	100	10.0%
English Language Proficiency	0	10.0%
Student Achievement	100	30.0%
Total	78	100%

FINANCE SUMMARY 2017-18

HOW MUCH DID THIS DISTRICT RECEIVE COMPARED TO OTHERS?



FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS (FIRST) FOR 2018-19



98 out of 100

**Academic Performance Chart
STAAR DATA 2019**

Reading/ELA	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	ENGLISH 1	ENGLISH 2
State Average	76%	74%	86%	66%	74%	84%	63%	67%
GS-All Students	74%	79%	79%	61%	56%	79%	58%	67%
African American	*	*	*	*	*	*	*	*
Hispanic	67%	88%	67%	61%	67%	90%	55%	42%
White	77%	77%	83%	61%	49%	76%	60%	78%
Economically Dis.	70%	79%	77%	53%	51%	76%	49%	53%

Writing	Grade 4	Grade 7
State Average	65%	69%
GS- All Students	62%	57%
African American	*	*
Hispanic	56%	67%
White	64%	51%
Economically Dis.	56%	54%

Math	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	ALGEBRA 1
State Average	78%	74%	89%	79%	73%	87%	84%
GS- All Students	68%	78%	88%	72%	69%	85%	77%
African American	*	*	*	*	*	*	*
Hispanic	67%	94%	81%	65%	75%	93%	93%
White	69%	73%	90%	75%	66%	82%	68%
Economically Dis.	62%	77%	85%	65%	59%	83%	81%

Social Studies	Grade 8	US History
State Average	67%	93%
GS- All Students	64%	95%
African American	*	*
Hispanic	75%	95%
White	61%	97%
Economically Dis.	62%	95%

Science	Grade 5	Grade 8	Biology
State Average	74%	79%	88%
GS-All Students	54%	71%	94%
African American	*	*	*
Hispanic	38%	85%	96%
White	60%	65%	93%
Economically Dis.	45%	71%	90%

Includes re-testers if available

2019-2020 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 2019 State Accountability and Additional Targets

- The district received a **Rating of B, scaled score of 87** in State Accountability.
- The MS Campus received a D. The Intermediate and Elementary Campuses received a C.
- Additional Targets: Intermediate and Middle School

Targets not Met

High School

Academic Achievement in ELA/Reading – Not Met in Hispanic, White, Continuously Enrolled
Academic Achievement in Math - Not Met in All Std., White, Econ. Dis., Continuously Enrolled
Growth Status in ELA/Reading – Not Met in All Std., White, Continuously Enrolled
Growth Status in Math – Not Met in All Std., White, Econ Dis., Continuously Enrolled
Student Success Status - Not Met in White, EL Current/Monitored, Continuously Enrolled

Middle School

Academic Achievement in ELA/Reading – Not Met in All Std., White, Continuously Enrolled, Non-Continuously Enrolled
Academic Achievement in Math - Not Met in All Std., Hispanic, White, Econ Dis., EL Current/Monitored, SPED Current, Continuously Enrolled, Non-Continuously Enrolled
Growth Status in ELA/Reading – Not Met in All Std., White, EL Current/Monitored, SPED Current, Continuously Enrolled, Non-Continuously Enrolled
Growth Status in Math – Not Met in All Std., Hispanic, White, Econ Dis., EL Current/Monitored, SPED Current, Continuously Enrolled, Non-Continuously Enrolled
Student Success Status - Not Met in All Std., White, Econ Dis., SPED Current, SPED Former, EL Current/Monitored, Continuously Enrolled

Intermediate School

Academic Achievement in ELA/Reading – Not Met in All Std., Hispanic, White, EL Current/Monitored, Continuously Enrolled, Non-Continuously Enrolled
Academic Achievement in Math - Not Met in White, Non- Continuously Enrolled
Growth Status in ELA/Reading – White
Growth Status in Math
English Language Proficiency Status in EL – TELPAS Progress Rate
Student Success Status - Not Met in All Std., Hispanic, White, EL Current/Monitored, Continuously Enrolled, Non-Continuously Enrolled

Grand Saline ISD

Intermediate and Middle School Targeted Improvement Plan 2019-2020

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 2020, 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 21st 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 and ensure equivalence among campuses in the provision of curriculum and instructional supplies of SCE and Title I funds to support Title I Schoolwide Programs at campuses with minimum of 40% economically disadvantaged students. <ul style="list-style-type: none"> ▪ Elementary School ▪ Intermediate School ▪ Middle School ▪ High School 	Elementary School Principal Intermediate School Principal Middle School Principal High School Principal	SCE	August 2019 January 2020 May 2020	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 2019 Sept 2019 October 2019 January 2020 May 2020	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. <ul style="list-style-type: none"> • Interactive Panels for CTE teachers • Chromebook One to One Initiative for Grades 6-12 • iPads/Carts for IS/ES 	Assistant Superintendent Technology Staff	Local IMA Funds Perkins	August 2019 January 2020 May 2020	100% of campuses will have access to technology and 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 2019	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 th 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	August 2019 January 2020 May 2020	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"> ▪ Robotics, MS ▪ Reading/Math Honor Classes MS ▪ Dual Credit ▪ Debate Team, HS ▪ Duke TIP 	Assistant Superintendent Principals Counselors Teachers	Local	August 2019 January 2020 May 2020	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 2019 May 2020	100% of students will have opportunity to participate.	
Provide parents access to student grades via the internet. ▪ txGradebook	Principals Technology Staff	Local	August 2019 January 2020 May 2020	100% of parents will have the opportunity to participate.	
Identify scientifically research based intervention strategies to increase passing rate of Special Education students and increase the number of students in special education (ages 6-21) that participate in a regular education classroom <40%. (PBMAS) • Reading Horizons Elevate, Discovery • Flex Schedule • Tutorials • Targeted Interventions based on data driven decisions	Assistant Superintendent Special Ed Director Principals Counselors Teachers	Local	August 2019 January 2020 May 2020	100% of student's will participate in accelerated instruction based on individual needs and SPED Regular Class ≤40% Rate (Ages 6-12) will be PL 0-10.0.	
Continue to provide Pregnancy Related Services.	Principals Counselors Nurse	Local	December 2019 May 2020	100% of eligible students stay enrolled in school and earn credits toward graduation.	
Provide student incentives for perfect attendance.	Principals	Local	August 2019 January 2020 May 2020	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 2019 January 2020 May 2020	96% attendance rate or higher each six weeks.	
Provide staff with training on effective lesson planning, to identify, support, and monitor student groups. (TIP, Additional Targets, PBMAS) ▪ Dyslexia and Related Disorders ▪ Limited English Proficient ▪ Special Education ▪ Gifted and Talented ▪ At-Risk ▪ Economically Disadvantaged ▪ Region 7 workshops ▪ Texas Gateway Courses	Assistant Superintendent Special Ed. Director Principals Counselors Dyslexia Specialist Region 7 Specialist Teachers	Local	August 2019 January 2020	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 ▪ CTE Information Night	Assistant Superintendent Principals Counselors	Local CTE High School Allotment	August 2019 January 2020 May 2020	100% of students will have access to information.	
Provide SAT/ACT software for use in middle and high school library.	Counselors	Local	August 2019	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 2019 January 2020 June 2020	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 2020 May 2020	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	2019-2020	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. (TIP, Additional Targets, PBMAS) <ul style="list-style-type: none"> Imagine Learning Odyssey Ware Rosetta Stone Istation Targeted Interventions based on data driven decisions 	Assistant Superintendent Principals ESL Teachers Region 7 Specialist	Title III Local IMA Funds	August 2019 January 2020 May 2020	100% of LEP students will participate as needed.	
Continue to train all academic content area teachers in effective teaching strategies for ELL's. (TIP, Additional Targets, PBMAS) <ul style="list-style-type: none"> SIOP Training ELPS Linguistic Instructional Alignment Guide 	Assistant Superintendent Principals ESL Teachers Region 7 Specialist	Local	August 2019 Oct 2019 Jan 2020	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. <ul style="list-style-type: none"> Ongoing posting for Bilingual Certified Teacher Attend Job Fairs 	Assistant Superintendent Principals	Local	August 2019 January 2020 May 2020	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 2019 January 2020 May 2020	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 2019	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"> Provide 4 year plans for all LEP students 	Assistant Superintendent Principals Counselors ESL Teachers	Local	August 2019 January 2020 May 2020	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"> College Monday's College and Career Day 	Superintendent Assistant Superintendent Principals Counselors Teachers	Local	August 2019 January 2020 May 2020	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 2019-2020 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. <ul style="list-style-type: none"> • Reading Horizon's Elevate, Discover (K-8) • TEMI (K-2) • Istation (K-2) • STAAR Class (HS) • Flex Period (MS/HS) 	Principals Teachers	Local	August 2019 May 2020	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"> ▪ Scottish Rite Literacy ▪ Rite Flight ▪ Texas Gateway Course for all teachers/para's 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"> • 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 & PGP. Improve supports to all struggling student groups, ECD, ELL and Special Ed student groups in Reading, Math, and Writing. (Additional Targets, PBMAS) 	Assistant Superintendent Principals Teachers	Local	August 2019 January 2020 May 2020	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 SPED Director Principals Teachers	Local SCE	August 2019 January 2020 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"> ▪ Istation ▪ ESTAR ▪ Meadows Foundation Intervention Program ▪ TEMI ▪ Odyssey Ware 	Assistant Superintendent Principals Counselor Teachers	Local IMA Funds	August 2019 January 2020 May 2020	Student growth on state assessment will improve by 2% per year in Reading and Math.	

<ul style="list-style-type: none"> ▪ Imagine Learning ▪ DRA & Guided Reading ▪ Renaissance Learning ▪ MS/IS Implementation Elevate ▪ Online Interim Assessments ▪ MS Tomahawk Period for RTI 					
<p>Reading Horizons Phonics Program, Year 2</p> <ul style="list-style-type: none"> ▪ Staff Development, One Day On-Site ▪ Online Continual Support with Modules ▪ Reading Horizons Online Elevate Program ▪ Reading Horizons Online Discovery 	Assistant Superintendent Principals Teachers	Local	August 2019 January 2020 May 2020	Student growth on state assessment will improve by 2% per year in Reading and Math.	
<p>Utilize substitutes one day each six weeks to allow teachers time to plan, meet with vertical teams, and plan common assessments.</p> <p>Continue to implement Empowering Writer's K-8.</p>	Assistant Superintendent Principals Teachers Assistant Superintendent Principals Teachers	Title V Local Title V	November 2019 January 2020 February 2020 April 2020 May 2020 On-going	Student growth on state assessment will improve by 2% per year in Reading and Math. 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 family and community engagement in the school. <ul style="list-style-type: none"> ▪ SBDM Committees ▪ Parent Conferences/Night, Parent Meetings ▪ Indian Pride Nights ▪ Holiday in the Halls ▪ LEP Parent Training ▪ Dyslexia Info. Night ▪ Bring Your Dad to School Day ▪ Title I Parent Meetings ▪ CTE Parent Information Night ▪ SPED Parent Training 2 times ▪ Grandparent Breakfast ▪ Living Museum ▪ Veteran's Day Program ▪ Breakfast W/Santa ▪ FCCLA Christmas Tea ▪ Winter Wonderland ▪ STAAR Night ▪ Family Reading Night ▪ Farm & Ranch Day ▪ Retiree Luncheon 	Superintendent Assistant Superintendent SDED Director Principals Counselors Teachers	Local	August 2019 October 2019 November 2019 December 2019 January 2020 May 2020	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"> • Health Fair • Cancer Awareness • Diabetes Awareness • Cardio Health Awareness • Blood Drive • CATCH Awareness 	Assistant Superintendent School Nurse SHAC Committee	Local	Oct 2019 Dec 2019 Jan 2020 March 2020	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 2020	100% of parents will have opportunity to participate.	
Provide professional development on effective parent engagement strategies.	Assistant Superintendent Principals	Local	Nov 2019 April 2020	100% of staff will be trained.	
Engage parents in homework assignments or other health activities at home.	Assistant Superintendent Principals Teachers	Local	Oct 2019 Dec 2019 Jan 2020 March 2020	100% of parents will have opportunity to participate.	

Utilize technology tools to communicate with parents. <ul style="list-style-type: none"> ▪ Remind 101 ▪ Google Classroom ▪ Website ▪ GSISD Facebook 	Principal Counselor Teachers	Local	Aug-May	Increase knowledge of involvement activities.	
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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"> ▪ Administrative Leadership Cooperative ▪ Digital Learning ▪ Superintendent Academy ▪ Fine Arts Coop ▪ GT Curriculum Coop ▪ Guidance & Counseling Contracted ▪ Nurses, Health & PE Coop ▪ Special Education Services ▪ TEKS Resource ▪ Title III Bilingual/ESL Contracted ▪ Academic Content Coop ▪ Video Conf Bridging Services ▪ Texas Gateway ▪ Para/Teacher Collaboration 	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. Utilize local website to post open positions. Attend Job Fairs.	Superintendent Assistant Superintendent Principals	Local	August 2019 January 2020 May 2020	100% of new hires will be highly qualified.	
Continue to provide above state-base salary scale and annual 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"> ▪ TASA ▪ TASB ▪ TACE ▪ CTE ▪ Texas Gateway 	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 2019	100% of substitute teacher s will participate.	
Provide district/campus new staff orientation and mentoring.	Assistant Superintendent Principals	Local	August 2019	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 be trained in and conduct Data Walks and scripted observations. Principals will look for higher-level questions and daily objectives. Enhance performance reviews and feedback, ensuring consistency among all administrators using T-TESS.	Principal Region 7 Specialist	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"> ▪ High School ▪ Middle ▪ Intermediate ▪ Elementary 	Superintendent Principals Technology Director	Local	August 2019 January 2020 May 2020	10% decrease in discipline referrals each six weeks.	
Continue to address the following in faculty meetings. <ul style="list-style-type: none"> ▪ Discipline Management to Include Physical and Verbal Aggression, Sexual Harassment, Sexual Abuse and Maltreatment of children and Bullying ▪ Classroom Management ▪ Student Code of Conduct ▪ Suicide Prevention ▪ Racial Sensitivity ▪ Bullying Protocol ▪ A.L.I.C.E. Training 	Assistant Superintendent Principals Counselors Region 7 Specialist	Local	August 2019 January 2020	100% of teachers will participate.	
Continue to require and provide CPR/First Aid training. <ul style="list-style-type: none"> ▪ Principals ▪ Head Start Teachers/Aides ▪ Coaches, Band Directors, & Cheerleading Sponsors ▪ Identified CTE Teachers ▪ Bus Drivers 	Assistant Superintendent Nurses Athletic Director Maintenance/Transportation Dir.	Local	August 2019 May 2020	100% of identified groups will participate.	
Ensure each campus has a trained TBSI team.	Special Ed Director Principals	Special Education Local	August 2019 May 2020	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"> ▪ Provide ALICE Intruder Training 	Superintendent Assistant Superintendent Maintenance Director Emergency Operations Team Region 7 Specialist	Local	Monthly August 2019	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 2019 January 2020 May 2020	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"> ▪ Wellness Plan ▪ Character Counts 	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"> ▪ SHAC -District Wellness Plan ▪ Counselors will attend suicide prevention training ▪ Red Ribbon Week ▪ Dogs Against Drugs ▪ Aim for Success ▪ JK Hope ▪ Positive Behavioral Intervention Strategies ▪ Sensory Room ▪ VOICE ▪ Counseling ▪ STOPit!, anonymous reporting tool for bullying ▪ Employ School Resource Officer 	<p>Superintendent Assistant Superintendent SPED Director Principals Counselors School Nurses SHAC Committee Mentors SRO</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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Changing the World One Student at a Time