

Grand Saline Independent School District

Grand Saline Intermediate School 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; State Compensatory Education; Instructional Materials Allotment (IMA); and Local.

Board Approved on: _____

Intermediate Campus Site-Base Committee Members

- Tina Core, Non-Teaching Professional, Chairperson
- Mandy Mize, Non-Teaching Professional
- Janna Najera, Intermediate School Teacher
- Amanda Reid, Intermediate School Teacher
- Joe Perritt, Intermediate School Teacher
- Tammy Barber, Intermediate School Teacher
- Debby Morse, DCSI
- Melisa Rhodes, Business member
- Candace Phillips, Parent Representative

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 goals, objectives, and strategies included in the Campus Plan of Action.

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

Findings: 2018 Closing the Gaps Status Table

1. State: Reading –White 59%, ELL 19%, Continuously Enrolled 45%, Non-continuously Enrolled 40%
2. State: Math-White 46%, ELL 26%, Non-continuously Enrolled 42%
3. STAAR component-All Students 45%, Hispanic 39%, White 46%, Continuously Enrolled 45%, Non-continuously Enrolled 41%

GSI students have limited experiences to draw from, environmental schema, and are lacking in vocabulary development & fundamental skills in the areas of reading, writing, science, and mathematics. While these skills are being taught, the curriculum wasn't aligned and they are not being retained and transferred into student daily lives. GSI staff proposes to provide an aligned curriculum, experiences for the students to draw upon, to increase the environmental schema, and to develop their vocabulary thru use of field trips, introduce them to cultural differences, emphasize vocabulary in all core subjects, use visuals for student to make associations with, and to ask open-ended questions requiring students to expand their thoughts. Writing will become part of the daily routine with journaling in core classes. Students will engage in scientific conversations of how/why and participate hands-on learning & use problem solving skills regularly in Science classrooms.

Components of a Title I Schoolwide Program

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

10. Coordination of Programs

**2018-2019 Comprehensive Needs Assessment and Improvement Plan
Grand Saline Intermediate**

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

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: The areas below were significantly below the required performance levels.

ESL STAAR 3-8 Passing Rate Science, Writing

SPED STAAR 3-8 Passing Rate Math, Reading, and Science

SPED Regular Class \leq 40% Rate (Ages 6-12)

GRAND SALINE INT



Grades Served: 3 - 5
200 STADIUM DR
GRAND SALINE, TX, 75140

236 Students Enrolled
GRAND SALINE ISD

HOW WELL IS THIS SCHOOL PERFORMING OVERALL?

MET STANDARD

87 out of 100

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

MET STANDARD

73 out of 100

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



SCHOOL PROGRESS

MET STANDARD

92 out of 100

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



CLOSING THE GAPS

MET STANDARD

75 out of 100

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



STUDENT ACHIEVEMENT

For elementary and middle schools, the Student Achievement score is based on STAAR performance only.



SCHOOL PROGRESS

	SCORE	
Academic Growth	92	The higher of Growth or Performance is used.
Relative Performance	78	
Total	92	



CLOSING THE GAPS

	SCORE	% OF GRADE
Grade Level Performance	50	30%
Academic Growth/Graduation Rate	100	50%
English Language Proficiency	0	10%
Student Achievement	25	10%
Total	75	100%

**Academic Performance Chart
STAAR DATA 2018
Grand Saline Intermediate**

Reading/ELA	Grade 3	Grade 4	Grade 5
State Average	76	72	(78)
GS-All Students	77	73	81
African American	*	*	*
Hispanic	73	60	84
White	67	72	80
Economically Dis.	60	66	75

Writing	Grade 4
State Average	61
GS- All Students	56
African American	*
Hispanic	55
White	56
Economically Dis.	52

Math	Grade 3	Grade 4	Grade 5
State Average	77	78	(84)
GS- All Students	65	77	89
African American	*	*	*
Hispanic	53	75	84
White	67	78	91
Economically Dis.	58	71	88

Science	Grade 5
State Average	75
GS-All Students	74
African American	*
Hispanic	73
White	73
Economically Dis.	67

June 18, 2018

Includes re-testers if available

(State average from April administration-statewide results not available for May retesting)

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 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 and STAAR Alt, and TELPAS results.

Title I School-wide Components: 1, 2, 3, 4, 6, 7, 8, 9, 10

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
Increase student vocabulary and science knowledge thru the following: <ul style="list-style-type: none"> • Utilize Stemscores in the computer labs • Perform a minimum of 3 Hands-On Lab activities per six weeks. 	Assistant Superintendent Principal/AP Teachers	Title I, Part A Local	October 2018 November 2018 December 2018 February 2019 April 2019 May 2019	100% of students will increase his/her scores by 10%. 100% of science teachers will provide hands-on science learning activities related to grade level TEKS.	
Address the environmental schema and vocabulary needs of students by providing experiences through field trips, introducing them to cultural differences and putting a strong emphasis on vocabulary through literature.	Principal/AP Teachers	Local	December 2018 May 2019	100% of students will participate	
Utilize SCE funds to support Title I School-wide Programs at campuses with minimum of 40% economically disadvantaged students.	Assistant Superintendent Principal/AP	SCE	October 2018 December 2018 February 2019 April 2019 May 2019	100% of students will increase his/her scores by 10%.	
Equip campus with additional supplies and materials to enable teachers to more effectively integrate technology TEKS into the classroom allowing access of chromebooks, tablets, iPads, curriculum software and hardware such as projectors, whiteboards, document cameras, etc.	Assistant Superintendent Technology Staff	Title I, Part A Local	August 2018 May 2019	100% of students will have access to and use technology and ratio for tablets (5 devices for 22 students)	
Require GT 6 hour yearly update of all GT teachers in core content areas.	Assistant Superintendent Principal/AP Region 7	Title I, Part A Local	August 2018 May 2019	100% of core content area teachers will complete GT training.	
Continue enrichment opportunities for GT students through pull out programs, classroom enhancement, UIL events, and/or after school projects.	Principal/AP Teachers Region 7	Local	October 2018 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, grade level to grade level, from campus to campus, and from school to work. <ul style="list-style-type: none"> • Meet Your Teacher • Spring Parent Night • End of the year visit to for 2nd Grade and 5th grade • Parent Communication Letters • Report Card Conferences 	Assistant Superintendent Principal/AP Teachers Paraprofessionals	Title I, Part A Local	August 2018 October 2018 February 2019 April 2019 May 2019	100% of students will have opportunity to participate.	

<ul style="list-style-type: none"> • Testing Info Nights 					
Continue to provide parents access to student grades via the internet.	Principal/AP Technology Staff	Local	Daily	100% of parents will have the opportunity to participate.	
Provide access for parents/guardians to an open computer lab during daytime/evening events to register for our Parent Portal	Principal/AP Paraprofessionals	Local	October 2018 December 2018 February 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. <ul style="list-style-type: none"> • Imagine Learning Software • 6+1 Writing, Daily Five & CAFE • Reading Renaissance (STAR) and AR • Rite Flight • Empowering Writers • Reading Horizons including Elevate and Discovery • Target Reading • Target Math • Intervention • Small Group Setting • One-on-One Instruction • Hands on activities 	Assistant Superintendent Principal/AP Teachers	Title III Local IMA	August 2018 October 2018 November 2018 January 2019 March 2019 May 2019	Overall campus SPED percentages will be less than 10%.	
Implement student Writing Across the Curriculum in academic (ELAR, Math, Science/Social Studies) and non-academic areas.	Principal/AP Teachers	Local	Weekly	100% of students will participate	
Identify writing deficits and create a writing plan to increase student success	Principal/AP Teachers	Local	October 2018 December 2018 February 2019 April 2019	100% of the students will participate	
Provide opportunities for students to participate in campus activities and demonstrate campus pride and character: <ul style="list-style-type: none"> • Daily Announcements • Flag Duty • Indian Choir • During school clubs • UIL • Indian Award • Arrow Awards • Pow-Wow • Christmas Drive • Food Drive • What A Student 	Principal/AP Teachers	Local	Daily/Monthly	100% of students will have opportunity to participate	
Provide student incentives for individual and grade level attendance awards each six weeks and by grade level	Principal/AP Teachers	Local	Weekly	100% of the students will have the opportunity to participate	
Provide opportunity for early morning recess to decrease tardies and increase attendance	Principal/AP Teachers	Local	Daily	100% of students will have the opportunity to participate	
Provide student incentives for perfect attendance, grades, meeting goals and other awards. <ul style="list-style-type: none"> • Arrow Awards (life skills/character ed) • Positive Office Referrals • Business Coupons • Awards/Prizes (Brag tags, certificates) • A and AB Honor Roll assemblies • Field Trips 	Principal/AP Teachers	Local	Each 6 Weeks	96% or greater of students will be in attendance each six weeks.	

<ul style="list-style-type: none"> • AR • Birthday recognition • Indian Award • Honor Roll assemblies • What a Student Award • Student of the Month award • Goal mastery bell event 					
Provide student recognition for positive choices and improvements <ul style="list-style-type: none"> • Positive Office Referrals • Arrow Awards • Shout Outs • Goals met bell ringing 	Principal/AP Teachers	Local	Daily/Weekly	100% of students will have the opportunity to participate	
Attendance Review Committee will meet regularly, contact parents regarding student absences.	Principal/AP Teachers	Local	October 2018 Nov 2018 January 2019 March 2019	96% attendance rate or higher each six weeks.	
Contact parents regarding student tardies and provide suggestions for earlier arrival.	Principal/AP Teachers	Local	Each 6 weeks	10% decrease in number student tardies each six weeks	
Participate in Migrant SSA with Region VII ESC. <ul style="list-style-type: none"> • Annual Training for Identification and Recruitment of Migrant Students 	Assistant Superintendent	Title I	August 2018	100% of migrant students will be identified and served.	
Participate in Title III SSA with Region VII ESC for services to ensure high academic standards for LEP students.	Assistant Superintendent	Title III	Monthly	100% of participants will provide documentation of attendance.	
Provide intervention strategies and instruction for all LEP students as needed. <ul style="list-style-type: none"> • Imagine Learning Software • Small Group Instruction • ESL Support in Classroom • ELPS • Sheltered Instruction • Staff Development 	Assistant Superintendent Principal/AP Teachers ESL Teacher Region 7 ESL/LEP Specialist	Title I, Part A Local	August 2018 through May 2019	100% of LEP students will participate as needed.	
Provide additional support for ESL teacher to ensure high academic standards for LEP students	Assistant Superintendent Principal/AP ESL Teacher Region 7 ESL/LEP Specialist	Title III Local	August 2018 through May 2019	100% of teachers will have opportunity to participate	
Implement plan to train all academic content area teachers in LEP procedures.	Assistant Superintendent Principal/AP Testing Coordinator Region 7 ESL/LEP Specialist	Title III Local	August 2018 through May 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 Principal/AP	Local	August 2018 January 2019 May 2019	100% of teachers will have opportunity to participate.	

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 and TELPAS results.

Title I School-wide Components: 1, 2, 3, 4, 8, 9, 10

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
<p>Include specific measurable achievement goals and targets for each of the groups of students identified in the disaggregated data consistent with accountability standards and provide additional support for students not achieving expectations</p> <ul style="list-style-type: none"> • Provide ELPS training for all instructional staff 	Assistant Superintendent Principal/AP Testing Coordinator	Title III Local	August 2018 January 2019 May 2019	100% Participation of Certified Staff in ELPS training.	
<p>Include specific measurable achievement goals and targets for each of the groups of students identified in the disaggregated data consistent with accountability standards and provide additional support for students not achieving expectations</p> <ul style="list-style-type: none"> • Utilize DMAC to gather data by teacher, TEKS, and student • Create data wall for teachers to use to target students not achieving expectations • Use data chart to target TEKS students are not achieving expectations 	Assistant Superintendent Principal/AP Testing Coordinator Teachers	Local	August 2018 January 2019 May 2019	100% Participation of teachers	
Create measurable achievement individual student goals each six weeks	Assistant Superintendent Principal/AP Teachers		November 2018 January 2019 April 2019	100% participation of teachers	
Meet with students and evaluate the individual goals set	Principal/AP Teachers		November 2018 January 2019 March 2019 May 2019	100% participation of teachers and students	
Utilize Region 7 ESL/LEP Specialist to address professional development needs of staff, analyze student data and provide instructional support through classroom observations, grade level meetings and mentoring.	Assistant Superintendent Principal/AP Teachers		August 2018-May 2019	100% participation of teachers	
Utilize reading consultant to address professional development needs of staff, analyze student data and provide instructional support through classroom observations, grade level meetings and mentoring.	Assistant Superintendent Principal/AP Region 7 ESL/LEP Specialist Teachers ESL Teacher		August 2018 through May 2019	100% participation of teachers	
Utilize math consultant to address professional development needs of staff, analyze student data and provide instructional support through classroom observations, grade level meetings and mentoring.	Assistant Superintendent Principal/AP Consultant Teachers		August 2018 through May 2019	100% participation of teachers	

Identify district/campus intervention strategies for RTI process. Utilize DMAC for computerized benchmarking in ELAR and Math. Utilize disaggregated data to identify tier groups of learning. Utilize State Assessment software for data disaggregation.	Assistant Superintendent Principal/AP Consultant Teachers		August 2018 through May 2019	100% participation of teachers	
Include specific measurable achievement goals and targets for each of the groups of students identified in the disaggregated data consistent with adequate yearly progress and provide additional support for students not achieving expectations through intervention and tutorials in core content areas for grades 3-5.	Asst Superintendent Principal/AP Teachers Math & ELAR Consultants	Local	October 2018 December 2019 February 2019 April 2019 May 2019	100% of students will increase his/her scores by 10%. 100% of teachers will have access to analyzed data.	
Incorporate scientifically based research strategies that strengthen the core academic program in schools served by GSISD <ul style="list-style-type: none"> ▪ Imagine Learning Software ▪ Reading Renaissance • Rite Flight • Stemsopes • Empowering Writing • Daily 5/Café • 6+1 Writing • Reading Horizons • Setting and reviewing of student goals • Small Group Setting • One-on-One Instruction • Recess daily • Physical activity breaks at transition time in class • Problem solving strategies • Hands on activities 	Assistant Superintendent Principal/AP Teachers	Local SCE	October 2018 December 2018 February 2019 April 2019 May 2019	100% of students will increase his/her scores by 10%.	
Provide PLC for staff training and data review	Assistant Superintendent Principal/AP Teachers	Title I, Part A Title III IMA Local	October 2018 December 2018 February 2019 April 2019 May 2019	100% of students will increase his/her scores by 10%.	
Provide opportunities for vertical alignment in grades 3-5 and with other grade levels in district	Principal/AP Teachers	Local	August 2018 through May 2019	100% of students will increase his/her scores by 10%.	
Address the lack of student success in all subjects by implementing the following: <ul style="list-style-type: none"> • Incorporating writing in all classes • Utilize 6+1 Trait Crate Kits for all ELAR teachers • Daily 5 in all ELAR classes • Reading Horizons • Target Math • Target Reading • Small group instruction • Direct explicit instruction • Problem solving strategies • Physical activity at transition time in class • Hands on activities 	Assistant Superintendent Principal/AP Teachers	Local	August 2018 through May 2019	100% of students will increase his/her scores by 10%.	
Provide additional support for students not achieving expectations through general instruction, tutorials, intervention and extended year programs in Reading and Math for grades 3-5	Assistant Superintendent Principal/AP Teachers/AP	Title I, Part A Local	October 2018 December 2018 February 2019 April 2019 May 2019	100% of students will increase his/her scores by 10%. 100% of students will participate in campus-wide writing activities and aligned instruction.	
Provide dyslexia training for research based strategies meeting 5	Principal/AP	Local	August 2018	100% of students will increase	

components of dyslexia handbook. <ul style="list-style-type: none"> ▪ Scottish Rite Literacy ▪ Take Flight 	Teachers		through May 2019	his/her scores by 10%.	
Utilize data analysis to determine math deficits of learning disabled students and address them through direct instruction and/or inclusion support.	Assistant Superintendent Principal/AP Dyslexia Teachers	Title I, Part A Local	August 2018 through May 2019	100% of students will increase his/her scores by 10%.	
Utilize data analysis to determine reading deficits of learning disabled students and address them through direct instruction and/or inclusion support.	Principal/AP Teachers Paraprofessionals	Local	October 2018 November 2018 January 2019 March 2019 June 2019	100% of identified students will participate	
Utilize TEKS Resource System and Pacing guides to ensure all TEKS are taught and in a logical order	Principal/AP Teachers Paraprofessionals	Local	October 2018 November 2018 January 2019 March 2019 May 2019	100% of identified students will participate	
Ensure master schedule has specials (library, music, and PE) in the afternoon	Principal/AP Teachers Consultants	Local	August 2018 through May 2019	100% of students will increase his/her scores by 10%.	
Utilize additional planning time to create engaging lessons, work stations, and data analysis	Assistant Superintendent Principal/AP Teachers	Local	August 2018 through May 2019	100% of students will increase his/her scores by 10%.	
Not sure what you want here???	Assistant Superintendent Principa/AP Teachers	Title V	October 2018 through May 2019	100% of students will increase his/her scores by 2% annually.	

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 School-wide Components: 4, 6, 9

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
Provide opportunities for parents/guardians/community to participate in the following: <ul style="list-style-type: none"> • STAAR Information Nights • Arrow Awards • Fun Game Night (Reading and Math night) • STAAR event • Honor Roll assemblies • Pow-Wow • Winter Wonderland • Field trips • Lunch with student • First Six Weeks Conferences • Class parties • Living Museum 	Assistant Superintendent Principal/AP Teachers	Local	August 2018 through May 2019	100% of students will increase his/her scores by 10%.	
Provide opportunities to win door prizes at the evening events	Principal/AP Secretary	Local	August 2018 through May 2019	100% of parents will have opportunity to participate	
Provide opportunities for parents/guardians to complete a survey after evening events	Principal/AP	Local	August 2018 through May 2019	100% of parents will have opportunity to participate	
Make positive parent/guardian contacts by phone/email/planner	Principal/AP Teachers	Local	September 2018 October 2018 January 2019 February 2019 April 2019	100% of parents will have opportunity to be contacted	
Include strategies to promote effective parental involvement in the school. <ul style="list-style-type: none"> ▪ SBDM Committees ▪ Parent Conferences & Meetings ▪ PTO ▪ Parent Appreciation • Meet the Teacher Night • Awards assemblies • Report Card Nights • Campus-wide family projects (STAAR Night, Winter Wonderland, etc) • Book Fairs • District and Campus web pages • Facebook posts • Remind 101 Text Messaging • Room parent/guardian 	Assistant Superintendent Principal/AP Librarian paraprofessional	Title I, Part A Local	August 2018 September 2018 October 2018 January 2019 February 2019 April 2019 May 2019	100% of parents will have opportunity to participate.	

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

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

Summative Assessment: Accomplishment of objective as measured by the PEIMS 425 Record, TAPR, surveys, and local staffing data.

Title I School-wide Components: 3, 4, 5, 10

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
Provide staff with professional development 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 • Economically Disadvantaged • RTI 	Assistant Superintendent Principal/AP Behavior Specialist SPED director Counselor	Local	August 2018 through May 2019	100% of teachers will participate. 100% of eligible students will be identified and have opportunity to 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 Principal/AP	Local	August 2018 January 2019 May 2019	100% of teachers will have opportunity to participate.	
Provide capacity building, on-going staff development opportunities for all faculty and staff through Region VII ESC contracts. <ul style="list-style-type: none"> ▪ Leadership Development Cooperative ▪ Professional Development Cooperative ▪ Title I Contracted Services ▪ Head Start Cooperative ▪ Special Education Services ▪ Migrant ▪ Title III Contracted • Region 7 ESL/LEP Specialist 	SBDM Committee Assistant Superintendent Principal/AP	Title I, Part A Local	Monthly	100% of participants will provide documentation of attendance.	
Provide capacity building, on-going staff development opportunities for all faculty and staff through the following consultants: <ul style="list-style-type: none"> • ELAR consultant • Math consultant • Region 7 ESL/LEP Specialist • DMAC 	Assistant Superintendent Principal/AP	Title I, Part A Local	Monthly	100% of participants will provide documentation of attendance.	
Provide opportunities for staff to share in decision making <ul style="list-style-type: none"> • Campus Leadership team • Campus Discipline team • Campus staff development 	Principal/AP Teachers	Local	August 2018 through May 2019	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	June 2018 July 2019 As Needed	100% of new hires will be highly qualified.	
Continue to provide above state-base salary scale and financial incentives to recruit and maintain state certified teachers.	Superintendent Assistant Superintendent	Local	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"> ▪ TEPSA ▪ ATPE 	SBDM Committee Assistant Superintendent Principal/AP	Local	Monthly	100% of participants will provide documentation of attendance.	

<ul style="list-style-type: none"> ▪ PLC ▪ Mentoring 					
Require all new substitute teachers to attend Substitute Teacher Training.	Assistant Superintendent Principal	Local	September 2018	100% of substitute teachers will participate.	
Provide district/campus new staff orientation and mentoring.	Assistant Superintendent Principal	Local	August 2018 through May 2019	100% of new 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 to encourage student safety and the importance of making healthy choices.**

Summative Assessment: Accomplishment of objective as measured by the Annual Dropout Rate, Completion Rate, PEIMS 425 Report and surveys.

Title I School-wide Components: 1,2, 4, 6, 9, 10

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
Continue to utilize security system for external doors allowing approved access only (scanned badges)	Superintendent Principal/AP Tech Dept	Local	Monthly	100% of external doors will be accessible through security system	
Continue classroom activities to support and enforce health and safety. <ul style="list-style-type: none"> • Voice • JK Hope • STOP!T • Friendship groups • County Extension Curriculum • Fire Prevention Week • Catch curriculum – Health/P.E. • Red Ribbon Week • Character Education Focus Each Six Weeks 	Principal/AP Counselor Teachers	Title I, Part A Local	Monthly	100% of students will have opportunity to participate	
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 & Relationships • Conflict Resolution • Student Code of Conduct • Suicide Prevention <ul style="list-style-type: none"> ▪ Racial Sensitivity ▪ Poverty ▪ Bullying Prevention 	Assistant Superintendent Principal/AP Counselor	Title I, Part A Local	Monthly	100% of teachers will participate.	
Ensure each campus has trained Crisis Prevention Intervention team.	Assistant Superintendent Principal/AP	Special Education Local	August 2017 January 2018	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"> • School-wide Discipline Procedures • Positive Reinforcement and Recognition of students making good choices. <ul style="list-style-type: none"> ○ Indian Pride Motto ○ Positive Office Referrals ○ Indian Award/Awards Assemblies ○ AR awards ○ Arrow awards ○ Student of the Month ○ What a Student 	Principal/AP Teachers	Local	August 2017 through May 2018	10% decrease in discipline referrals annually	

Utilize random dog searches for illegal substances.	Superintendent	Local	Monthly	100% of searches will result in no contraband found	
Implement a character education program to teach and reward good behavior. <ul style="list-style-type: none"> • Character Education Classes • Positive Office Referrals • Voice • County Extension program "Balancing Food and Play" • JK Hope 	Principal/AP Counselor Teachers	Local	August 2018 through May 2019	10% decrease in discipline referrals each six weeks.	
Continue to require and provide CPR/First Aid training. <ul style="list-style-type: none"> ▪ Central Office Administrators & Principals ▪ Coaches 	Assistant Superintendent Principal Nurses	Local	August 2018 through May 2019	100% of identified groups will participate.	
Utilize Emergency Operations Plan to ensure preparedness in all emergency situations in school community.	Superintendent Maintenance Director Emergency Operations Team	Local	Monthly	100% of staff will be informed of plan and respond appropriately in emergency situations.	
Conduct monthly practice drills for evacuation, fire drill, and lock-down procedures	Principal/AP Teachers	Local	Monthly/Semi- annually	100% of students and staff will participate in practice drills.	
Implement programs to provide positive encouragement, role modeling, and support to designated students: <ul style="list-style-type: none"> • Voice • JK Hope • Counselor groups 	Principal/AP Counselor Teachers	Local	Weekly/Monthly	100% of identified students will have the opportunity to participate	
Implement behavioral interventions to ensure all students have the opportunity to be successful in the mainstream classroom: <ul style="list-style-type: none"> • Positive Behavioral Intervention Strategies • Sensory Room • Social Skills Training • Counseling 	Sped Director Principal/AP Counselor Teachers	Local	Daily/Weekly	10% decrease in disciplinary referrals.	



Changing the World One Student at a Time