

Grand Saline Independent School District

District Plan of Action 2021-2022



Vision Statement

Changing the World One Student at a Time

Mission Statement

The Grand Saline Independent School District, in partnership with parents, community members and businesses, provides a safe, caring and motivational learning environment enabling all students to reach their educational, social and emotional potential. These factors empower graduates to become life-long learners, which in turn 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
- Kyle White, High School Teacher
- Chloe Dyess, High School Teacher
- Lindsey Phillips, High School Teacher
- Ryan Simmons, Middle School Principal, Non-Teaching Professional
- Wilma Davis, Middle School Teacher
- Jilliyn Geremonte, Middle School Teacher
- Casey Cook, Middle School Teacher
- Angela Kopesec, Middle School Teacher
- Ayla Rightenour, Middle School Teacher
- Debra Bennett, Middle School Para Professional
- Tina Core, Intermediate School Principal, Non-Teaching Professional
- Katie Gilbreath, Intermediate School Teacher
- Tammy Barber, Intermediate School Teacher
- Tammy Deuson, Intermediate School Teacher
- Courtenay Gunnels, Intermediate Teacher
- Lori Hooton, Elementary Principal, Non-Teaching Professional
- Amber Wilson, Elementary School Teacher
- Elizabeth Rogers, Elementary School Teacher
- Bryanna Wilson, Elementary School Teacher
- Dinah Payne, Elementary School Teacher
- Delana Wheeler, Elementary School Teacher
- Kiara Davis, Elementary School Para Professional
- Brittany McSchooler, Community/Parent 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, mCLASS, TELPAS, staff development records, State and Federal Accountability, and TAPR 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, mCLASS, STAAR, STAAR, Targeted Supports, TSI, and SAT/ACT
- 2021 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

Findings: Performance results in Reading for Grades 3 and 5 are 5% below the state in approaches.

Performance results in Math for Grade 3 is 5% below the state in approaches.

Performance results in Biology and English I are 5% below the state in approaches.

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 | | |

For 2021 state academic accountability, all districts and campuses will receive a label of *Not Rated: Declared State of Disaster*.

Student Enrollment Details 1,113 Students Enrolled **Address** 400 STADIUM DR, GRAND SALINE, TX 75140

DISTRICT OVERVIEW 2020-21

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

NOT RATED

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

CHANGE OVER TIME

2018-19	2019-20	2020-21
B	Not Rated	Not Rated
87 out of 100	N/A out of 100	N/A 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

This domain is not rated.

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

SCHOOL PROGRESS

This domain is not rated.

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

CLOSING THE GAPS

This domain is not rated.

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

Student Enrollment Details 1,113 Students Enrolled **Address** 400 STADIUM DR, GRAND SALINE, TX 75140

HOW ARE SCORES CALCULATED?

STUDENT ACHIEVEMENT

This domain is not rated.

SCHOOL PROGRESS

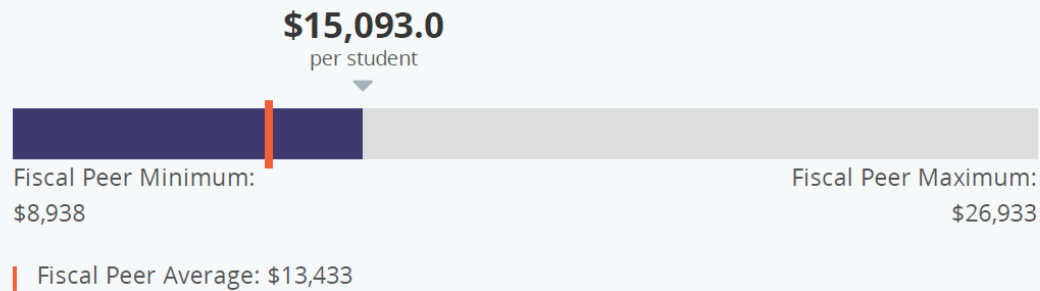
This domain is not rated.

CLOSING THE GAPS

This domain is not rated.

FINANCE SUMMARY 2019-20

HOW MUCH DID THIS DISTRICT RECEIVE COMPARED TO OTHERS?



FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS (FIRST) FOR 2020-21 (BASED ON FY 2020 DATA)



96 out of 100

2020-2021

Grand Saline STAAR Data compared to Statewide Results

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

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

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

Math Grades 3-8

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

Science Grades 5 & 8

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

Writing Grades 4 & 7

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

Social Studies

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

EOC

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

includes re-testers

Academic Performance Chart STAAR DATA 2021

Reading/ELA	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	ENGLISH 1	ENGLISH 2
State Average	68%	63%	72%	61%	68%	72%	66%	70%
GS-All Students	51%	66%	59%	60%	63%	71%	60%	71%
African American	*	*	*	*	*	*	*	*
Hispanic	60%	74%	57%	43%	54%	73%	63%	76%
White	49%	59%	62%	62%	67%	69%	57%	69%
Economically Dis.	40%	62%	52%	50%	56%	70%	60%	69%

Writing	Grade 4	Grade 7
State Average	53%	61%
GS- All Students	58%	59%
African American	*	*
Hispanic	57%	46%
White	56%	66%
Economically Dis.	49%	54%

Math	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	ALGEBRA 1
State Average	61%	58%	69%	66%	54%	60%	72%
GS- All Students	54%	63%	72%	74%	53%	72%	66%
African American	*	*	*	*	*	*	*
Hispanic	55%	70%	74%	79%	46%	74%	79%
White	53%	61%	72%	71%	60%	70%	60%
Economically Dis.	44%	58%	67%	68%	44%	6700%	66%

Social Studies	Grade 8	US History
State Average	56%	88%
GS- All Students	66%	91%
African American	*	*
Hispanic	59%	88%
White	69%	95%
Economically Dis.	60%	94%

Science	Grade 5	Grade 8	Biology
State Average	61%	67%	81%
GS-All Students	60%	67%	76%
African American	*	*	*
Hispanic	65%	59%	78%
White	57%	69%	74%
Economically Dis.	56%	62%	73%

Retester data may be included.

Intermediate and Middle School Targeted Improvement Plan

2021-2022

Prioritized Focus Area #1

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

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

Desired Annual Outcome

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

Barriers to Address During the Year

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

Prioritized Focus Area #2

Essential Action - 5.3 Data-driven instruction. Rationale

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

Desired Annual Outcome

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

Barriers to Address During the Year

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

District Commitment Theory of Action

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

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

- **Objective 1:** By 2022, all students will reach high standards, at a minimum attaining passing standard or better as identified on state assessments.
- **Objective 2:** GSISD will continue to create an aligned instructional program designed to increase student performance by all student groups in all subjects increasing the number of graduates who are college and career ready.
- **Objective 3:** Include 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 2021 January 2022 May 2022	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 2021 Sept 2021 October 2021 January 2022 May 2022	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"> • Promethean Panels for all classrooms • Laptops/Monitors for all teachers • WIFI Upgrades for HS and ES 	Assistant Superintendent Technology Staff	Local ESSER	August 2021 January 2022 May 2022	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 2021	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 2021 January 2022 May 2022	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 2021 January 2022 May 2022	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 2021 May 2022	100% of students will have opportunity to participate.	
Provide parents access to student grades via the internet. ▪ Ascender Teacher Parent Portal	Principals Technology Staff	Local	August 2021 January 2022 May 2022	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%. • Reading Horizons Elevate, Discovery • Vizzle • Tutorials • Targeted Interventions based on data driven decisions	Assistant Superintendent Special Ed Director Principals Counselors Teachers	Local	August 2021 January 2022 May 2022	100% of students 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 2021 May 2022	100% of eligible students stay enrolled in school and earn credits toward graduation.	
Provide student incentives for perfect attendance.	Principals	Local	August 2021 January 2022 May 2022	96% or greater of students will be in attendance each six weeks.	
Contact parents regarding student absences	Principals	Local	August 2021 January 2022 May 2022	96% attendance rate or higher each six weeks.	
Provide staff with training on effective instructional strategies to accelerate learning and monitor student groups. (TIP) ▪ Dyslexia and Related Disorders ▪ Bilingual Emergent Learners (EBS) ▪ Special Education ▪ Gifted and Talented ▪ At-Risk ▪ Economically Disadvantaged ▪ Region 7 workshops	Assistant Superintendent Special Ed. Director Principals Counselors Dyslexia Specialist Region 7 Specialist Teachers	Local	August 2021 January 2022	100% of teachers will participate. 100% of eligible students will be identified and have opportunity to participate.	
Intervention Program – Fountas & Pinnell, Grades K-5	Intervention Teachers	Local	Sept - May	100% of participants will show growth	
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 ▪ CTE Programs of Study Guidebook ▪ PSAT (9-11) ▪ College Board ▪ Job Shadowing Program	Assistant Superintendent Principals Counselors	Local CTE High School Allotment	August 2021 January 2022 May 2022	100% of students will have access to information.	
Provide SAT/ACT software for use in middle and high school library.	Counselors	Local	August 2021	100% of students will have the opportunity to participate.	
Provide students at VZC Multi Youth, DAEP, and HS the opportunity to regain high school credit through Odyssey Ware credit recovery program.	High School Principal High School Counselor	Local	October 2021 January 2022 June 2021	100% of students meeting requirements of program will have opportunity to participate.	
Ensure VZC Multi Youth and DAEP has continuous alignment of quality instruction and course completion.	Assistant Superintendent Secondary Principals Secondary Counselors Secondary Teachers	Local	January 2022 May 2022	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	2020-2021	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 EBS students.	Assistant Superintendent Region 7 Specialist	Local	Monthly	100% of participants will provide documentation of attendance.	
Provide intervention strategies and accelerated instruction for all EBS students as needed. (TIP) <ul style="list-style-type: none"> Imagine Learning Odyssey Ware Rosetta Stone Discovery/Elevate Targeted Interventions based on data driven decisions 	Assistant Superintendent Principals ESL Teachers Region 7 Specialist	Title III Local IMA Funds	August 2021 January 2022 May 2022	100% of LEP students will participate as needed.	
Continue to train all academic content area teachers in effective teaching strategies for EBS. (TIP) <ul style="list-style-type: none"> SIOP Strategies ELPS Linguistic Instructional Alignment Guide 	Assistant Superintendent Principals ESL Teachers Region 7 Specialist	Local	August 2021 Oct 2021 Jan 2022	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 2021 January 2022 May 2022	100% of teachers will have opportunity to participate.	
Provide additional support for EBS students by requiring English I and English II in addition to ESL class.	Assistant Superintendent Secondary Counselor	Local	August 2021 January 2022 May 2022	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, RDA)	Assistant Superintendent Principals Region 7 Specialist	Local	August 2021	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 2021 January 2022 May 2022	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 2021 January 2022 May 2022	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.	
Assessments to evaluate achievement and accountability: <ul style="list-style-type: none"> mCLASS (K-2) Istation (K-2) STAAR (3-80) EOC (MS Algebra I, HS) TSL, ACT/SAT 	Assistant Superintendent Principals Teachers	Local	Ongoing	100% of all student will have a chance 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 2021-2022 by providing effective instructional strategies and interventions.

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

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
<p>Provide STAAR/remediation for Reading and Math for at-risk students. Implement Accelerated Instruction to meet the requirements of HB4545 provided an additional 30 hours instruction for students not performing satisfactorily in Reading or math grades 3,5,8 and all subjects in STAAR and EOC.</p> <p>Instructional Materials to be considered:</p> <ul style="list-style-type: none"> • mCLASS • Education Galaxy • Amplify Reading • Imagine Learning • Study Sync • Oddyseware • Quill at MS • Nesela at MS • Educationa Galaxy at IS • Khan Academy • ST Math • Kamico • Manuevering the Middle • Guided Reading • Renaissance Learning • Online Interim Assessments <ul style="list-style-type: none"> • Reading Horizon’s Elevate, Discover (K-8) • TEMI (K-2) • STAAR Class (HS, MS, IS) • Flex Period (MS/HS) • Fountas & Pinnell 	<p>Principals Teachers</p>	<p>Local</p>	<p>August 2021 May 2022</p>	<p>Student growth on state assessment will improve by 2% per year in Reading and Math.</p>	
<p>Provide dyslexia training for research based strategies meeting 5 components of dyslexia handbook.</p> <ul style="list-style-type: none"> ▪ Scottish Rite Literacy ▪ Rite Flight ▪ Texas Gateway Course for all teachers/para’s <p>HS Reading I course for students qualifying for dyslexia services, LEP students, and struggling readers. (Additional Targets, RDA)</p>	<p>Assistant Superintendent Dyslexia Specialist Principals Teachers</p>	<p>Local</p>		<p>Student growth on state assessment will improve by 2% per year in Reading and Math.</p>	

<p>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.</p> <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, EBS and Special Ed student groups in Reading, Math, and Writing. (Additional Targets, RDA) 	<p>Assistant Superintendent Principals Teachers</p>	<p>Local</p>	<p>August 2021 January 2022 May 2022</p>	<p>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.</p>	
<p>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) through tutorials and after-school programs in core content areas for grades 3-12.</p>	<p>Assistant Superintendent SPED Director Principals Teachers</p>	<p>Local SCE</p>	<p>August 2021 January 2022 June 2021</p>	<p>Student growth on state assessment will improve by 2% per year in Reading and Math.</p>	
<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 	<p>Assistant Superintendent Principals Teachers</p>	<p>Local</p>	<p>August 2021 January 2022 May 2022</p>	<p>Student growth on state assessment will improve by 2% per year in Reading and Math.</p>	
<p>Utilize substitutes one day each six weeks to allow teachers time to plan, meet with vertical teams, and plan common assessments.</p>	<p>Assistant Superintendent Principals Teachers</p>	<p>Title V</p>	<p>November 2021 January 2022 February 2022 April 2022 May 2022</p>	<p>Student growth on state assessment will improve by 2% per year in Reading and Math.</p>	

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 Night ▪ Harvest Pageant ▪ Pep Rally ▪ Teacher Appreciation ▪ Indian/Arrow Awards ▪ What-A-Student, Teacher ▪ Homecoming Festivities ▪ Easter Egg Hunt w/community ▪ Thanksgiving Community Lunch ▪ Apex Fun Run ▪ Field Day/Fun Day ▪ Holiday in the Halls ▪ Title I Special Pops Facebook Live ▪ LEP Parent Training ▪ Dyslexia Info. Night ▪ Title I Parent Meetings ▪ CTE Parent Information Night ▪ SPED Parent Training 2 times 	Superintendent Assistant Superintendent SDED Director Principals Counselors Teachers	Local	August 2021 October 2021 November 2021 December 2021 January 2022 May 2022	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 • Apex Fun Run • Blood Drive 	Assistant Superintendent School Nurse SHAC Committee	Local	Oct 2021 Dec 2021 Jan 2022 March 2022	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 2022	100% of parents will have opportunity to participate.	
Provide professional development on effective parent engagement strategies.	Assistant Superintendent Principals	Local	Nov 2021 April 2022	100% of staff will be trained.	
Engage parents in homework assignments or other health activities at home.	Assistant Superintendent Principals Teachers	Local	Oct 2021 March 2022	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 ▪ Interactive Flat Panels ▪ Zoom Conferencing ▪ GSISD Facebook 	Principal Counselor Teachers	Local	Aug-May	Increase knowledge of involvement activities.	
Roadmap for a safe return to school; COVID-19	Assistant Superintendent Principals Teachers	Local	Aug-May	100% of parents will have increase of knowledge.	

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 	DSB Committee Assistant Superintendent Principals	Local	Monthly	100% of participants will provide documentation of attendance.	
TCLAS Grant Grow Your Own to promote teacher certification by eligible Para Professionals	Assistant Superintendent	TCLAS Grant	2021-2024	100% of participants will become certified	
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 2021 January 2022 May 2022	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 ESSER III	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 	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	Local	August 2021	100% of substitute teachers will participate.	
Provide district/campus new staff orientation and mentoring.	Assistant Superintendent	Local	August 2021	100% of new teachers will participate.	
Teacher exam reimbursement for passing .ESL Certification exam	Superintendent Assistant Superintendent Principals	Local	June 2021	100% of core teachers will be ESL State Certified.	
Campus principals will provide 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
Continue to 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 2021 January 2022 May 2022	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, & Human Trafficking ▪ Classroom Management ▪ Dating Violence ▪ Student Code of Conduct ▪ Suicide Prevention ▪ Bullying Protocol ▪ Standard Response Protocol 	Assistant Superintendent Principals Counselors CAC SRO	Local	August 2021 January 2022	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/Sponsors ▪ Identified CTE Teachers 	Assistant Superintendent Nurses Athletic Director Maintenance/Transportation Dir.	Local	August 2021 May 2022	100% of identified groups will participate.	
Ensure each campus has a trained TBSI team.	Special Ed Director Principals	Special Education Local	August 2021 May 2022	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"> ▪ Standard Response Protocol ▪ Member of Region 7 Safety Coop 	Superintendent Assistant Superintendent Maintenance Director Emergency Operations Team Region 7 Specialist	Local	Monthly August 2021	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 2021 January 2022 May 2022	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.	

<p>SEL & Campus character education program to teach and reward good behavior and character.</p> <ul style="list-style-type: none"> ▪ Wellness Plan ▪ Character Counts 	<p>Assistant Superintendent Principals Counselors</p>	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 ▪ Entry Badges for Students ▪ Secure carlines with staff at drop off/dismissal ▪ High school mentors for young students ▪ Tech app for dismissal ▪ Goal setting for classroom management ▪ Citizenship & Character Education ▪ Support & Enforce Health/Safety for staff/students ▪ Citizenship Awards ▪ Kona Ice PBIS ▪ Counselors suicide prevention ▪ Red Ribbon Week ▪ Dogs Against Drugs 	<p>Superintendent Assistant Superintendent SPED Director Principals Counselors School Nurses SHAC Committee Mentors SRO</p>	Local	Monthly	10% decrease in citations in "Minor in Possession". 10% decrease in discipline referrals each six weeks.	
<p>COVID-19 Procedures</p> <ul style="list-style-type: none"> • Self-Screener • Face mask optional • Sanitizer stations • Roadmap for Return to School 	<p>Superintendent Assistant Superintendent Principals Nurses</p>	Local	Monthly	100% of all visitors, staff, and students will be COVID system free.	
<p>Professional Development</p> <ul style="list-style-type: none"> • Multi Hazards EOP • Dating Violence • Child Abuse and Maltreatment • Mental Health • FERPA • 504 • Bullying 	<p>Assistant Superintendent Principals Teachers</p>	Local	October-February	100% of all staff will be trained	

2021-22 Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none">• Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none">• Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none">• Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none">• Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u>• For students in grades K-2, who have been retained, or are over age for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	Before the end of each month, August 2021-July 2022	NGS Specialist	PFS tracking report
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	Before 1 st Day of School	MEP contact	PFS report
Additional Activities			
<ul style="list-style-type: none"> 			
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	ongoing	district migrant contact, principal, teacher or district assigned personnel	PFS reports/ completed student reviews
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria. 	end of each grading period	district staff	emails, posts, flyers, parent meeting sign-ins, report cards, state assessment letters
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized 	ongoing	MEP staff	calendars, meeting notes

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home and /or community visits to update parents on the academic progress of their children.			
Additional Activities			
▪			
Provide services to PFS migrant students.			
▪ 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 August 31, 2021
 LEA Signature Date Completed



Changing the World One Student at a Time