

Grand Saline Independent School District

District Plan of Action 2016-2017



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. The No Child Left Behind Act of 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 II, Part D; Title III; 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

- **Micah Lewis**, Superintendent, Non-Teaching Professional
- **Debby Morse**, Assistant Superintendent, Non-Teaching Professional
- **Kim Brewington**, Special Education Director, Non-Teaching Professional
- **Winona, Almuete**, District Testing Coordinator, Non-Teaching Professional
- **Ricky LaPrade**, High School Principal, Non-Teaching Professional
- **William Bolch**, Assistant Principal, Non-Teaching Professional
- **Robin Goff**, High School Counselor, Non-Teaching Professional
- **Audra Phillips**, High School Teacher
- **Deona Cox**, High School Teacher
- **Ramona Rucker**, High School Teacher
- **Paul Trent**, High School Teacher
- **Duane Petty**, Middle School Principal, Non-Teaching Professional
- **John Abbott**, Middle School Counselor, Non-Teaching Professional
- **Amanda Crone**, Middle School Teacher
- **Gary Nash**, Middle School Teacher
- **Ted Mitchell**, Middle School Teacher
- **Tina Core**, Intermediate School Principal, Non-Teaching Professional
- **Brandi Denman**, Intermediate School Teacher
- **Tammy Deuson**, Intermediate School Teacher
- **Cindy Humphrey**, Intermediate School Teacher
- **Justin Ketner**, Intermediate School Teacher
- **Geneva Pyle**, Intermediate School Teacher
- **Lori Hooton**, Elementary Principal, Non-Teaching Professional
- **Gilda King**, Elementary School Teacher
- **Kathy Caddel**, Elementary School Teacher
- **Candi Haisten**, Elementary School Teacher
- **Patricia Sherman**, Elementary School Teacher
- **Brenda Miller**, Elementary School Teacher
- **Lisa Morrison**, Business Representative
- **Ed Bailey**, Community Representative
- **Kim Gillentine**, Parent Representative

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

Comprehensive Needs Assessment

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

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

- Longitudinal TAPR data
- Longitudinal academic performance data for non-TAPR student groups
- TELPAS, Istation, DRA, STAAR, STAAR, System Safeguards, PBMAS, and SAT/ACT
- 2016 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

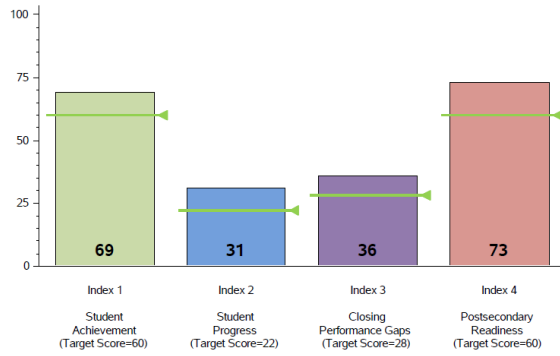
**TEXAS EDUCATION AGENCY
2016 Accountability Summary
GRAND SALINE ISD (234904)**

Accountability Rating
Met Standard

Met Standards on - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness	Did Not Meet Standards on - NONE
<small>In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.</small>	

Performance Index Report

Distinction Designation



Postsecondary Readiness Percent of Eligible Measures in Top Quartile 0 out of 9 = 0% NO DISTINCTION EARNED

Performance Index Summary

System Safeguards

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	1,161	1,682	69
2 - Student Progress	313	1,000	31
3 - Closing Performance Gaps	725	2,000	36
4 - Postsecondary Readiness			
STAAR Score	7.8		
Graduation Rate Score	23.2		
Graduation Plan Score	21.0		
Postsecondary Component Score	21.2		73

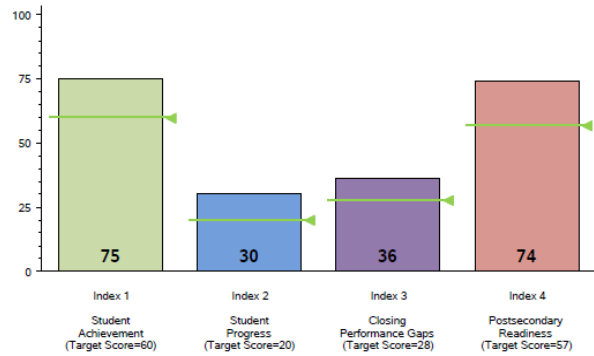
Number and Percentage of Indicators Met	
Performance Rates	16 out of 25 = 64%
Participation Rates	12 out of 12 = 100%
Graduation Rates	3 out of 3 = 100%
Met Federal Limits on Alternative Assessments	1 out of 1 = 100%
Total	32 out of 41 = 78%

For further information about this report, please see the Performance Reporting Division website at <https://rptsvr1.tea.texas.gov/perfreport/account/2016/index.html>

**TEXAS EDUCATION AGENCY
2015 Accountability Summary
GRAND SALINE ISD (234904)**

Accountability Rating	
Met Standard	
Met Standards on - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness	Did Not Meet Standards on - NONE
In 2015, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

Performance Index Report



Distinction Designation

Postsecondary Readiness
Percent of Eligible Measures in Top Quartile 0 out of 9 = 0%
NO DISTINCTION EARNED

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	842	1,122	75
2 - Student Progress	240	800	30
3 - Closing Performance Gaps	729	2,000	36
4 - Postsecondary Readiness			
STAAR Score	7.5		
Graduation Rate Score	23.5		
Graduation Plan Score	21.1		
Postsecondary Component Score	21.5		74

State System Safeguards

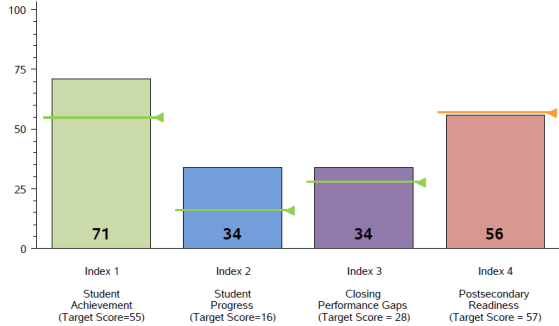
Number and Percent of Indicators Met	
Performance Rates	16 out of 21 = 76%
Participation Rates	9 out of 9 = 100%
Graduation Rates	2 out of 3 = 67%
Total	27 out of 33 = 82%

**TEXAS EDUCATION AGENCY
2014 Accountability Summary
GRAND SALINE ISD (234904)**

Accountability Rating
Improvement Required

Met Standards on - Student Achievement - Student Progress - Closing Performance Gaps	Did Not Meet Standards on - Postsecondary Readiness
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Performance Index Report



Distinction Designation

Postsecondary Readiness Percent of Eligible Measures in Top Quartile 0 out of 9 = 0% NOT ELIGIBLE
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Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	1,215	1,722	71
2 - Student Progress	689	2,000	34
3 - Closing Performance Gaps	685	2,000	34
4 - Postsecondary Readiness			
STAAR Score	6.6		
Graduation Rate Score	23.5		
Graduation Plan Score	15.2		
Postsecondary Indicator Score	10.9		56

System Safeguards

Number and Percent of Indicators Met	
Performance Rates	21 out of 24 = 88%
Participation Rates	12 out of 12 = 100%
Graduation Rates	3 out of 3 = 100%
Met Federal Limits on Alternative Assessments	0 out of 1 = 0%
Total	36 out of 40 = 90%

or further information about this report, please see the Performance Reporting Division web site at <http://ritter.tea.state.tx.us/perfreport/account/2014/index.html>

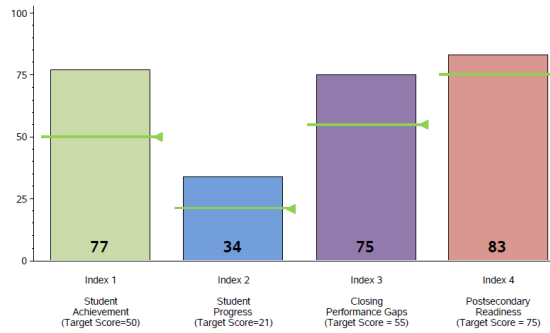
**TEXAS EDUCATION AGENCY
2013 Accountability Summary
GRAND SALINE ISD (234904)**

Accountability Rating

Met Standard

<p>Met Standards on</p> <ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness 	<p>Did Not Meet Standards on</p> <ul style="list-style-type: none"> - NONE
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Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
Student Achievement	1,800	2,350	77
Student Progress	539	1,600	34
Closing Performance Gaps	1,120	1,500	75
Postsecondary Readiness	330.6	400	83

System Safeguards

Number and Percent of Indicators Met	
Performance Rates	21 out of 25 = 84%
Participation Rates	12 out of 12 = 100%
Graduation Rates	3 out of 3 = 100%
Met Federal Limits on Alternative Assessments	1 out of 1 = 100%
Total	37 out of 41 = 90%

For more information about this report, please see the Performance Reporting Division web site at <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

2016

Grand Saline STAAR Data compared to Statewide Results **includes re-testers**

Reading Grades 3-8

Grade	2012-2013		2013-2014		2014-2015		2015-2016	
	GS	State	GS	State	GS	State	GS	State
3	79	79	73	76	56	77	69	74
4	73	72	60	74	67	74	62	77
5	86**	89**	96**	89**	83**	78**	68	75
6	68	71	80	77	81	76	68	71
7	84	77	68	75	83	75	75	72
8	91**	91**	91**	91**	90**	78**	92	82

Math Grades 3-8

Grade	2012-2013		2013-2014		2014-2015		2015-2016	
	GS	State	GS	State	GS	State	GS	State
3	56	69	47	70	59	77	67	76
4	65	68	59	70	60	73	47	74
5	77**	90**	81**	91**	79	79	72	79
6	55	73	66	78	59	75	57	74
7	67	71	55	67	84	72	54	71
8	87**	89**	83**	89**	85	75	87	73

Science Grades 5 & 8

Grade	2012-2013		2013-2014		2014-2015		2015-2016	
	GS	State	GS	State	GS	State	GS	State
5	70	73	65	73	54	72	63	75
8	71	74	74	70	74	70	80	76

Writing Grades 4 & 7

Grade	2012-2013		2013-2014		2014-2015		2015-2016	
	GS	State	GS	State	GS	State	GS	State
4	62	71	62	73	58	70	51	69
7	63	70	68	70	76	72	75	70

Social Studies

Grade	2012-2013		2013-2014		2014-2015		2015-2016	
	GS	State	GS	State	GS	State	GS	State
8	60	63	52	61	46	64	66	65

EOC

Exam	2012-2013		2013-2014		2014-2015		2015-2016	
	GS	State	GS	State	GS	State	GS	State
Algebra I	78**	78**	71**	81**	81**	81**		
US History	89**	73**	77**	92**	76**	91**		
Biology	85**	85**	86**	91**	95**	92**		
English I*			63**	62**	76**	63**		
English II*			73**	66**	77**	66**		
English I Reading/Writing	80/54	65/48						
English II Reading/Writing	83/63	78/52						

*Beginning in 2013-2014, English I & II exams combine Reading & Writing

Academic Performance Chart STAAR DATA 2016

Reading/ELA	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	ENGLISH 1
State Average	74	77	75	71	72	82	
GS-All Students	69	62	68	68	74	94	76
African American	*	*	*	*	*	*	
Hispanic	43	65	81	70	75	90	
White	81	60	71	70	73	96	
Economically Dis.	60	56	68	64	63	93	
Level 3 Advanced	25	12	21	13	22	24	

Writing	Grade 4	Grade 7
State Average	69	70
GS- All Students	51	75
African American	*	*
Hispanic	46	69
White	55	76
Economically Dis.	45	64
Level 3 Advanced	6	12

Math	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	ALGEBRA 1
State Average	76	74	79	74	71	73	
GS- All Students	67	47	72	57	53	80	88
African American	*	*	*	*	*	*	
Hispanic	45	48	81	55	44	71	
White	79	44	76	61	56	85	
Economically Dis.	60	40	79	51	40	84	
Level 3 Advanced	8	6	4	1	12	0	

Social Studies	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	US History
State Average						65	
GS- All Students						66	91
African American						*	
Hispanic						52	
White						72	
Economically Dis.						57	
Level 3 Advanced						20	

2016-2017 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 2016 State Accountability and System Safeguards

- The district received a rating of Met Standard in State Accountability.
- All campuses received a rating of Met Standard in State Accountability.
- State System Safeguards: The performance target for the 2016 system safeguard measures correspond to the target of 60 on Index 1: Student Achievement.

State Target is 60% on Index 1

The following student groups performed below state targets:

- District Performance Rate in Reading for SPED and ELL (Current & Monitored)
- District Performance Rate in Mathematics for Econ Disadv, SPED, and ELL (Current and Monitored)
- District Performance Rate in Writing for All Students, Hispanic, and Econ Disadv
- District Performance Rate in Science for SPED
- Middle School Performance Rate in Mathematics for Econ Disadv
- Middle School Performance Rate in Writing for Econ Disadv
- Middle School Performance Rate in Social Studies for Econ Disadv
- Intermediate Performance Rate in Reading for Econ Disadv and ELL (Current & Monitored)
- Intermediate Performance Rate in Mathematics for Hispanic, Econ Disadv, and ELL (Current & Monitored)
- Intermediate Performance Rate in Writing for All Students, White, and Econ Disadv
- Intermediate Performance Rate in Science for All Students, White, and Econ Disadv

Federal Target Rate is 87%

Findings: Refer to 2016 Federal System Safeguards: The federally-approved target of 87 percent is applied to reading and mathematics performance results which include STAAR A and STAAR Alternate 2 for all subjects and grade levels and all STAAR assessments in mathematics, grades 3–8.

The following student groups performed below federal target rates:

- District and Campus Performance Rates and in Reading, Mathematics, Writing, Science, and Social Studies for all students groups.

Performance Based Monitoring Analysis System

- GSISD did not meet PBMAS Standard in ESL STAAR 3-8 Passing Rate in Mathematics and Reading
- TELPAS Reading Beginning proficiency level is 15 the Target Rate cut point is 0-7.5
- GSISD did not meet PBMAS Standard in NCLB, Title I, Part A STAAR 3-8 Passing Rate in Mathematics and Writing

- GSISD did not meet PBMAS Standard in SPED STAAR 3-8 Passing Rate in Reading, Science, and Writing
- SPED STAAR Alternate 2 Participation performance level is 12.8 and the Target Rate cut point is 0-10
- SPED Regular Class \geq 80% (ages 6-21) performance level is 65.9 and the Target Rate cut point is 70-100
- SPED Regular Class \leq 40% (ages 6-21) performance level is 13.4 and the Target Rate cut point is 0- 10

IMPROVEMENT IMPLEMENTATION PLAN

Goal 1:

The annual goal is to increase state and federal assessment passing rate by 10% in all low performing groups for 2016-2017.

Strategy:

Professional Development in effective Math, ELAR, Social Studies, and Science strategies will employed district wide. Professional Development to provide best practices and teaching strategies to address differentiation and learning styles for all student groups will be employed.

Impact:

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

Interventions:

- Math and ELAR consultants will provide support in pacing, assessment development, coaching, modeling, classroom strategies, and data review.
- Writing assignments will be designed to introduce or give students practice with the language conventions of a discipline as well as with specific formats typical of a given discipline.
- Teachers will employ effective writing strategies for all student groups continuing with Writer's Workshop, 6+1 Traits of Writing, Kemah Writing, and Empowering Writer's strategies.
- Professional development in Sheltered Instruction to provide successful teaching strategies to address language development in mathematics, reading, and writing.
- Teachers will identify students needing interventions based on Progress Monitoring Assessments utilizing DMAC for computerized benchmarking in ELAR, and Math, Science and Social Studies (at tested levels).
- There will be an on-going review of PEIMS student data and disaggregation of performance data led by the campus principal.

Goal 2:

Increase attendance from 94.63% to 96%. (2015 EOY attendance was 95.42 and 2016 EOY attendance 94.63.) Attendance incentives have not been successful. Student and parent training on the importance of attendance needs to be a focus for the 16-17 school year.

Strategy:

Campus incentives to attend school should be implemented and promoted at each campus. Parent training on the importance of attendance needs to be a focus for the 16-17 school year.

Impact:

Campus climate that highlights the importance of being at school will be developed with students, parents, and staff and will foster a desire to be at school. This will increase student attendance allowing more time in instruction and will lead to improved academic performance.

Interventions:

- Teachers will monitor classroom attendance and contact parents to discuss concerns.
- Teachers will individually conference with students to determine reason for absences and/or discipline concerns.
- Teachers will submit parent contact logs to principal to enable focused data on attendance and discipline concerns.
- Continued support and training for Process Champions.
- Attendance incentives will be implemented at each campus.

Data Collection for Monitoring Interventions:

- Progress Monitoring Reports
- Phone logs for parent contacts on attendance, discipline, or academic concerns.
- Lesson plans that include writing assignments in all core classes.
- PEIMS reports on attendance, discipline, and grades.
- Sign in sheets for Professional Development
- Intervention Schedules
- Student performance results on PMA's
- Sign in sheets for principal training
- Grade placement committee sheets
- Score Cards
- Walk-Through Observations

Conclusion: Most student groups remained the same or stayed within 5% up or down of the previous year assessment results. The most improved area was the special education student group showing significant gains in Reading and Math. Attendance declined from the previous year and continues to be an area of challenge.

Goal: Grand Saline ISD will have high expectations for student achievement and student behavior thus enabling students to graduate with marketable academic skills and strong self-worth.

Objective 1: By 2017, all students will reach high standards, at a minimum attaining proficiency or better in Reading/ELA, Math, Writing, Science and Social Studies as identified by the Academic Performance Chart.

Summative Assessment: Accomplishment of objective as measured by STAAR, EOC, and TELPAS.

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

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
<p>Identify district/campus intervention strategies for RTI process. Utilize DMAC for computerized benchmarking in Reading/ELA, Math, Science, and Social Studies 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, ELL and Special Ed student groups in Reading, Math, and Writing. (System Safeguards, PBMAS) 	<p>Assistant Superintendent Principals Teachers</p>	<p>Title I Local</p>	<p>August 2016 January 2017 May 2017</p>	<p>100% of students will master a minimum of 70% of tested objectives. 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 (System Safeguards) (PBMAS) through tutorials and after-school programs in core content areas for grades 3-12.</p>	<p>Assistant Superintendent Principals Teachers</p>	<p>Local SCE</p>	<p>August 2016 January 2017 June 2017</p>	<p>100% of students will master a minimum of 70% of tested objectives.</p>	
<p>Incorporate scientifically based research strategies that strengthen the core academic program in schools served by GSISD</p> <ul style="list-style-type: none"> ▪ Istation ▪ MSTAR & ESTAR ▪ Meadows Foundation Intervention Program ▪ TEMI ▪ Odyssey Ware ▪ Imagine Learning ▪ DRA & Guided Reading ▪ Renaissance Learning ▪ Science Learning Systems ▪ STEM Strategies ▪ Compass Learning ▪ Apex ▪ Think Through Math ▪ myON 	<p>Assistant Superintendent Principals Counselor Teachers</p>	<p>Title I, Part A Title II, Part A Local IMA Funds</p>	<p>August 2016 January 2017 May 2017</p>	<p>100% of students will master a minimum of 70% of tested objectives. The percentage of special education students who are placed in less restrictive environments will increase.</p>	

					Notes
Utilize SCE funds to support Title I Schoolwide Programs at campuses with minimum of 40% economically disadvantaged students. <ul style="list-style-type: none"> ▪ Elementary School ▪ Intermediate School ▪ Middle School 	Elementary School Principal Intermediate School Principal Middle School Principal	SCE	August 2016 January 2017 May 2017	100% of students will master a minimum of 70% of tested objectives.	
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 2016 Sept 2016 October 2016 January 2017 May 2017	100% of CTE teachers will team with academic content teachers.	
Equip campuses with additional supplies and materials to enable teachers to more effectively integrate technology TEKS into the classroom allowing access of USB ports, curriculum software and hardware such as chrome books, laptops, iPads, etc.	Assistant Superintendent Technology Staff Librarian/Instructional Technologists	Local IMA Funds Perkins Local	August 2016 January 2017 May 2017	100% of campuses will have access to library materials.	
Require GT 6 hour annual update for all teachers that have the GT initial 30 hour training.	Assistant Superintendent Principals Region 7	Local	August 2016	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 H.S. Allotment	August 2016 January 2017 May 2017	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"> ▪ Region 7 GT COOP ▪ Model UN for MS ▪ Imagination Fair, 1-3 ▪ Innovative Inventions, 4-8 ▪ Robotics, MS ▪ Debate Team, HS ▪ Duke TIP 	Assistant Superintendent Principals Counselors Teachers	Local	August 2016 January 2017 May 2017	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	Title I, Part A Head Start Local	August 2016 May 2017	100% of students will have opportunity to participate.	
Include strategies to promote effective parental involvement in the school. <ul style="list-style-type: none"> ▪ SBDM Committees ▪ Parent Conferences, Parent Meetings ▪ Indian Pride Nights ▪ Holiday in the Halls ▪ LEP Parent Training 	Superintendent Assistant Superintendent Principals Counselors Teachers	Title I, Part A Local	August 2016 January 2017 May 2017	100% of parents will have opportunity to participate. 100% of students will have an increase in student performance.	

<p>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.</p> <ul style="list-style-type: none"> ▪ My Future Monday's ▪ College and Career Day 	<p>Superintendent Assistant Superintendent Principals Counselors Teachers</p>	<p>Title I, Part A Perkins Local</p>	<p>August 2016 January 2017 May 2017</p>	<p>100% of parents will have opportunity to participate. 100% of students will have an increase in student performance.</p>	
<p>Provide parents access to student grades via the internet.</p> <ul style="list-style-type: none"> ▪ txGradebook 	<p>Principals Technology Staff</p>	<p>Local</p>	<p>August 2016 January 2017 May 2017</p>	<p>100% of parents will have the opportunity to participate.</p>	
<p>Identify scientifically research based intervention strategies to reduce percentage of Special Education students in order to meet NCLB requirements. (PBMAS)</p>	<p>Assistant Superintendent Special Ed Director Principals Counselors Teachers</p>	<p>Local</p>	<p>August 2016 January 2017 May 2017</p>	<p>No More than 1% of district enrollment will be identified as Special Education students taking STAAR Alternative 2.</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 <p>HS Reading I course for students qualifying for dyslexia services, LEP students, and struggling readers. (System Safeguards, PBMAS)</p>	<p>Assistant Superintendent Dyslexia Specialist Principals Teachers</p>	<p>Title I, Part A Local</p>		<p>100% of participating students will master a minimum of 70% of tested objectives.</p>	

Goal: Grand Saline ISD will have high expectations for student achievement and student behavior thus enabling students to graduate with marketable academic skills and strong self-worth.

Objective 2: By 2017, all Limited English Proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in Reading/ELA, Math, Writing, Science, and Social Studies as identified by the Academic Performance Chart.

Summative Assessment: Accomplishment of objective as measured by STAAR, EOC, and TELPAS.

Title I Schoolwide Components: 2, 3, 4, 5, 8, 9, 10

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
Participate in Title III, Contracted Services with Region VII ESC for services to ensure high academic standards for LEP students. (System Safeguards, PBMAS)	Assistant Superintendent Region 7 Specialist	Title III	Monthly	100% of participants will provide documentation of attendance.	
Provide intervention strategies and instruction for all LEP students as needed. (System Safeguards, PBMAS) <ul style="list-style-type: none"> Imagine Learning Odyssey Ware Rosetta Stone Istation 	Assistant Superintendent Principals ESL Teachers Region 7 Specialist	Title III Local IMA Funds	August 2016 January 2017 May 2017	100% of LEP students will participate as needed.	
Continue to train all academic content area teachers in effective teaching strategies for ELL's. (System Safeguards, PBMAS) <ul style="list-style-type: none"> SIOP Training Linguistic Instructional Alignment Guide 	Assistant Superintendent Principals ESL Teachers Region 7 Specialist	Title III Local	August 2016 Oct 2015 Jan 2017	100% of academic content area teachers will participate.	
Pay testing and certification fees for all teachers acquiring new ESL certification in effort to meet the needs of students in classroom setting versus pull-out program.	Assistant Superintendent Principals	Local Title III	August 2016 January 2017 May 2017	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 2016 January 2017 May 2017	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. (System Safeguards, PBMAS)	Assistant Superintendent Principals Region 7 Specialist	Title III Local	August 2016	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 2016 January 2017 May 2017	All LEP students in Gr. 9-12 will have 4 year plan.	

Goal: Grand Saline ISD will have high expectations for student achievement and student behavior thus enabling students to graduate with marketable academic skills and strong self-worth.

Objective 3: By 2017, all students will be taught by State Certified teachers.

Summative Assessment: Accomplishment of objective as measured by STAAR, TELPAS, and State Certified Teacher Surveys.

Title I Schoolwide Components: 3, 4, 5

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
Provide capacity building, on-going staff development opportunities for all faculty and staff through Region VII ESC contracts and Consultants. <ul style="list-style-type: none"> ▪ Administrative Leadership Cooperative ▪ Digital Learning ▪ Superintendent Academy ▪ Fine Arts Coop ▪ GT Coop ▪ Guidance & Counseling Contracted ▪ Nurses, Health & PE Coop ▪ Special Education Services ▪ TEKS Resource ▪ Title I C Migrant SSA ▪ Title III Bilingual/ESL Contracted ▪ Academic Content Coop ▪ Video Conf Bridging Services 	DSB Committee Assistant Superintendent Principals	Title I, Part A Local	Monthly	100% of participants will provide documentation of attendance.	
Participate in Personnel Services with Region VII ESC for access to database of certified applicants.	Superintendent Assistant Superintendent Principals	Local	August 2016 January 2017 May 2017	100% of new hires will be highly qualified.	
Continue to provide above state-base salary scale and financial incentives to recruit and maintain state certified teachers.	Superintendent Assistant Superintendent	Local Title VI	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, Part A Title VI CTE Local	Monthly	100% of participants will provide documentation of attendance.	
Require all new substitute teachers to attend Substitute Teacher Training.	Assistant Superintendent Principals	Local	August 2016	100% of substitute teachers will participate.	
Provide district/campus new staff orientation and mentoring.	Assistant Superintendent Principals	Local	August 2016	100% of new teachers will participate.	
Implement uniform interview process	Superintendent Assistant Superintendent Principals	Local	June 2017	100% of new hires will be State Certified.	

Campus principals will conduct walk-thru's and scripted observations. Principals will look for higher-level questions, thinking maps and daily objectives. Enhance performance reviews and feedback, ensuring consistency among all administrators using T-TESS.

Principal
Assistant Principal

Local

Weekly

100% of teachers will participate

Goal: Grand Saline ISD will have high expectations for student achievement and student behavior thus enabling students to graduate with marketable academic skills and strong self-worth.

Objective 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

Summative Assessment: Accomplishment of objective as measured by the PEIMS 425 Record.

Title I Schoolwide Components: 3, 4, 10

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
Provide security 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 2016 January 2017 May 2017	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 	Assistant Superintendent Principals Counselors	Local	August 2016 January 2017	100% of teachers will participate.	
Continue to require and provide CPR/First Aid training. <ul style="list-style-type: none"> ▪ Principals ▪ Campus Secretaries ▪ Coaches, Band Directors, & Cheerleading Sponsors ▪ Identified CTE Teachers ▪ Bus Drivers 	Assistant Superintendent Nurses Athletic Director Maintenance/Transportation Dir.	Local	August 2016 May 2017	100% of identified groups will participate.	
Ensure each campus has a trained Crisis Prevention Intervention team.	Special Ed Director Principals	Special Education Local	August 2016 May 2017	100% of campuses will have trained team.	
Utilize Emergency Operations Plan to ensure preparedness in all emergency situations in school or community.	Superintendent Assistant Superintendent Maintenance Director Emergency Operations Team	Local	Monthly	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 2016 January 2017 May 2017	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 ▪ CKH, provide materials and training as needed ▪ Character Counts 	Assistant Superintendent Principals Counselors	Local	Monthly	10% decrease in discipline referrals each six weeks.	

Support and enforce health and safety for staff and students.

- SHAC -District Wellness Plan
- Project Wisdom – MS Campus
- Red Ribbon Week
- Dogs Against Drugs
- Aim for Success
- JK Hope
- Capturing Kids Hearts
- Positive Behavioral Intervention Strategies
- Sensory Room
- VOICE
- Counseling

Superintendent
Assistant Superintendent
Principals
Counselors
School Nurses
SHAC Committee
Mentors

Local

Monthly

10% decrease in citations in
"Minor in Possession".
10% decrease in discipline
referrals each six weeks.

Goal: Grand Saline ISD will have high expectations for student achievement and student behavior thus enabling students to graduate with marketable academic skills and strong self-worth.

Objective 5: All students will graduate from high school.

Summative Assessment: Accomplishment of objective as measured by the Annual Dropout Rate and Completion Rate.

Title I Schoolwide Components: 2, 3, 4, 6, 9, 10

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
Continue to provide Pregnancy Related Services.	Principals Counselors Nurse	Local	December 2015 May 2017	100% of eligible students stay enrolled in school and earn credits toward graduation.	
Provide student incentives for perfect attendance.	Principals	Local	August 2016 January 2017 May 2017	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 2016 January 2017 May 2017	96% attendance rate or higher each six weeks.	
Provide STAAR remediation courses in Reading/ELA, Math, Social Studies and Science for at-risk high school students and Reading/ELA and Math for at risk middle school students.	Middle School Principal High School Principal	Local	August 2016 January 2017 May 2017	100% of participating students will master a minimum of 70% of tested objectives.	
Provide staff with training on identifying, supporting, and monitoring student groups. (TAIS, System Safeguards, PBMAS) <ul style="list-style-type: none"> ▪ Dyslexia and Related Disorders ▪ Limited English Proficient ▪ Special Education ▪ Gifted and Talented ▪ At-Risk ▪ Economically Disadvantaged 	Assistant Superintendent Special Ed. Director Principals Counselors Dyslexia Specialist Teachers	Local Title I, Part A	August 2016 January 2017	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. <ul style="list-style-type: none"> ▪ Higher Education Admissions and Financial Aid Resources and Opportunities ▪ Health/Science Technology ▪ College/Career Days ▪ Work-based Learning ▪ SIGI ▪ PSAT (9-11) ▪ College Board 	Assistant Superintendent Principals Counselors	Local CTE High School Allotment	August 2016 January 2017 May 2017	100% of students will have access to information.	
Provide SAT/ACT software for use in middle and high school library.	Counselors	Local	August 2016	100% of students will have the opportunity to participate.	
Provide students opportunity to regain high school credit through Odyssey Ware credit recovery program.	H.S. Principal H.S. Counselor	Local	October 2016 January 2017 June 2017	100% of students meeting requirements of program will have opportunity to participate.	
Coordinate 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 2017 May 2017	100% of all students participating will pass assigned courses.	
TJC Promise Scholarship Opportunity for 2016-2017 Freshmen Class and beyond which will provide 2 years of tuition and fees for students meeting eligibility criteria.	Principal Counselor Superintendent	Local	2016-2017	Students meeting criteria to qualify for 2 years of tuition and fees paid for at TJC.	

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

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Meet federal requirements for annual Identification and Recruitment (ID&R) training	Participate in training	Migrant Contact	Before TEA deadline	State ID&R training, ID&R manual	Certificate
ID&R training for any new ESC or district Migrant staff and other non-migrant staff	Participate in training	Migrant Contact	As requested	State ID&R training, ID&R manual	Certificate
Updates from TEA and Education Service Center (ESC)	Receive updated information	ESC Migrant Specialist	As updates become available	Emails	Copies of updates
Migrant Education Program Advisory Council	Required activity to develop: Needs Assessment Plan, Priority for Service Action Plans, Review Statewide Delivery Plan, ID&R Planning and quality control plan	GSISD and ESC Migrant Contacts	September, 2016 and April, 2017	District data, plan	Certificate, Needs Assessment Plan, PFS Action Plan, ID&R Plan
Migrant Education Program Advisory Council will develop Priority for Service Action Plan Template, ID&R Action Plan Template and Needs Assessment Plan.	ESC 7 MEP Advisory Council Workshop	GSISD and ESC Migrant Contacts	September, 2016 and April, 2017	Action Plan Templates, PowerPoint	Certificate, Needs Assessment Plan, PFS Action Plan Template and ID&R Action Plan Template

**Identification and Recruitment
 Action Plan 2016-2017**

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

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

**Identification and Recruitment
 Action Plan 2016-2017**

	Tracking late enrollment, early withdrawal	GSISD and ESC	Upon enrollment and withdrawal	Family surveys and withdrawals	NGS district reports, completed surveys
Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Complete Certificate of Eligibility (COE)	Recruiter completes COE and Supplemental Documentation Form (SDF) during family	ESC Recruiters	Within 7 days of parent signatures	COEs	Completed COE
Review COEs	Reviewer reviews COE and SDF, returns COE and SDF to recruiter if additional information is needed, then submits to New Generation System (NGS) Terminal Site for entry into to NGS.	Recruiter, Reviewer, NGS data entry personnel	Within 5 days of parent signature.	COEs	Completed COE with 2 signatures and NGS report.
Conduct Residency Verification	Verify continued residency for all currently eligible migrant children who have not made a new qualifying move during the current reporting period. Recruiter will request school record to verify enrollment and/or obtain parent signature for unenrolled youth.	District Migrant Contact, ESC Migrant Department	September 1, 2016- November 1, 2016. For 2 yr old turning 3, on or after 3rd birthday	COEs, School records	Updated COE, parent signature, NGS residency verification report

**Identification and Recruitment
 Action Plan 2016-2017**

Notify the school district when students qualify for the Migrant Education Program	Letter and a copy of the COE is sent to District Migrant Contact and to PEIMS Coordinator	ESC7 Migrant Department	Within 7 days of entry into NGS.	COE, letter	District's receipt of letter
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Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Maintain a strong system of Quality Control	Eligibility Review-Forward COEs with more than one comment to ESC for review.	Recruiters, Reviewers, MEP administrators, ESC MEP contact	Ongoing	Documentation forms, re-interview documentation	Completed documentation forms, Re-interview documentation
	Work with the ESC to provide training support to MEP recruiters, designated reviewers and other MEP staff as specific needs are observed throughout the year.	All MEP staff	Ongoing	Manual, Documentation forms	Certificate
Annual Evaluation of ID&R Program	Analyze data	ESC and districts	May, 2017	NGS forms	Completed NGS forms
Maintain up-to-date records on file	Maintain updated active and inactive records. Retain records for seven (7) years.	ESC and districts	Ongoing	COEs	COE records
Coordinate with ESC for annual eligibility validation	Validate eligibility through re-interview process according to instructions set forth by TEA	ESC, MEP staff, previously identified children selected by State MEP	January - June, 2017	COEs, TEA guidance	TEA report

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Maps, intraregional networking and interagency coordination	Recruiter is in contact with growers regarding hiring practices, crops and growing seasons.	OSY Recruiter	Ongoing	Data	Data
	Develop maps for recruiters	All MEP staff	Ongoing	Map	Map
	Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	MEP staff	Ongoing	List of entities	Calendars, agendas, data

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

Required Activities	Activity	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Parent Advisory Committee (PAC)	Parent questionnaire	ESC and Districts	September - October 2016	Questionnaire and listserv	Completed questionnaire
	Gather data	ESC and Districts	November, 2016	Documentation	Completed documentation
	Provide appropriate meeting based on data	ESC and Districts	Fall Semester and Spring Semester	Data, determined by needs, invitations, announcements	Agenda, sign in sheets, invitations
Business Relations and Coordination	Meet with Chambers of Commerce, churches, community members and businesses	ESC Migrant staff	Ongoing	Determined by needs, invitations, announcements	Documentation of meeting, time accounting
	Invite Community and Businesses to PAC	ESC and Districts	Fall Semester and Spring Semester	Determined by needs, invitations, announcements	Agenda, sign in sheets, invitations
Services	Provide school supplies and Summer Education Program materials as determined by needs assessment to Migrant Students.	ESC Migrant staff	Ongoing	NGS enrollment report, supplies, books	Signature on Delivery form