

Grand Saline Independent School District

District Plan of Action 2017-2018



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

- **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
- **Robin Goff**, High School Counselor, Non-Teaching Professional
- **Paul Trent**, High School Teacher
- **Duane Petty**, Middle School Principal, Non-Teaching Professional
- **John Abbott**, Middle School Counselor, Non-Teaching Professional
- **Gary Nash**, Middle School Teacher
- **Tina Core**, Intermediate School Principal, Non-Teaching Professional
- **Lori Hooton**, Elementary Principal, Non-Teaching Professional
- **Lisa Morrison**, Business Representative
- **Ed Bailey**, Community Representative
- **Vickie Pedersen**, Middle School Teacher
- **Shadera Chaney**, Elementary School Paraprofessional
- **Rebecca Mattis**, Elementary School Teacher
- **Mike Cassell**, Intermediate School Teacher
- **Michael Young**, Middle School Teacher
- **Mark Pedersen**, Community Representative
- **Lysa Parks**, Middle School Teacher
- **Kristi Maciel**, Elementary School Teacher
- **Kelli Cassell**, High School Teacher
- **Joe Perritt**, Intermediate School Teacher
- **Janna Najera**, Intermediate School Teacher
- **Heather Conaster**, High School Teacher
- **Gina Holland**, Elementary School Teacher
- **Geoffrey Roark**, High School Teacher
- **Courtney Harrell**, Parent Representative
- **Caroline LaPrade**, Intermediate School Teacher
- **Cara Jordan**, Business Representative
- **Brook Flores**, Elementary Teacher
- **Beth Reid**, Middle School Teacher
- **Angela Brown**, Elementary School Teacher

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
- 2017 Accountability Summary
- Program Evaluations
- Stakeholder Surveys
- Discipline Reports
- Formative Assessment Data
- Staffing Needs
- Professional/Paraprofessional Training Needs
- Norm-referenced Tests
- Promotion/Retention Rates
- Informal Evaluations

Components of a Title I Schoolwide Program

- | | | |
|-----------------------------------|---|-----------------------------------|
| 1. Comprehensive Needs Assessment | 2. Reform Strategies | 3. State Certified Teachers |
| 4. Professional Development | 5. Strategies to Attract State Certified Teachers | 6. Parental Involvement |
| 7. Preschool Transition | 8. Teachers Involved in Assessment Decisions | 9. Timely Assistance for Students |
| 10. Coordination of Programs | | |

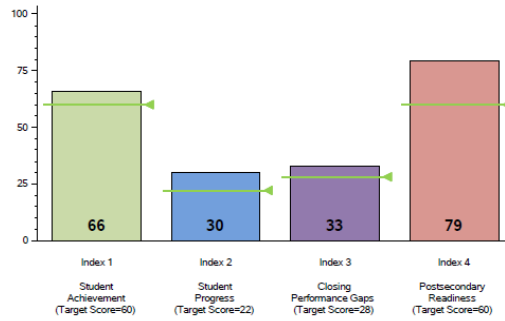
TEXAS EDUCATION AGENCY
2017 Accountability Summary
GRAND SALINE ISD (234904)

Accountability Rating

Met Standard

Met Standards on - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness	Did Not Meet Standards on - NONE
In 2017, 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 3 out of 10 = 30% NO DISTINCTION EARNED

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	1,083	1,641	66
2 - Student Progress	298	1,000	30
3 - Closing Performance Gaps	663	2,000	33
4 - Postsecondary Readiness			
STAAR Score	8.0		
Graduation Rate Score	23.1		
Graduation Plan Score	23.0		
Postsecondary Component Score	25.0		79

System Safeguards

Number and Percentage of Indicators Met	
Performance Rates	14 out of 25 = 56%
Participation Rates	12 out of 12 = 100%
Graduation Rates	2 out of 2 = 100%
Met Federal Limits on Alternative Assessments	1 out of 1 = 100%
Total	29 out of 40 = 73%

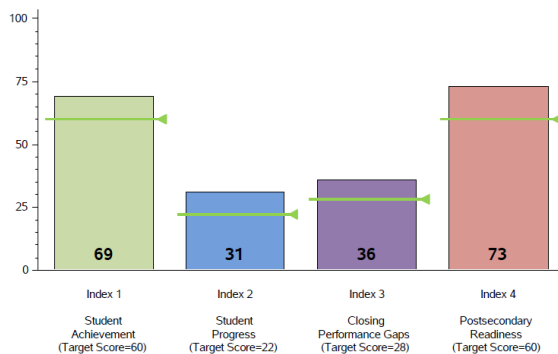
For further information about this report, please see the Performance Reporting website at <https://rptsvr1.tea.texas.gov/perfreport/account/2017/index.html>

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

Accountability Rating
Met Standard

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

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

System Safeguards

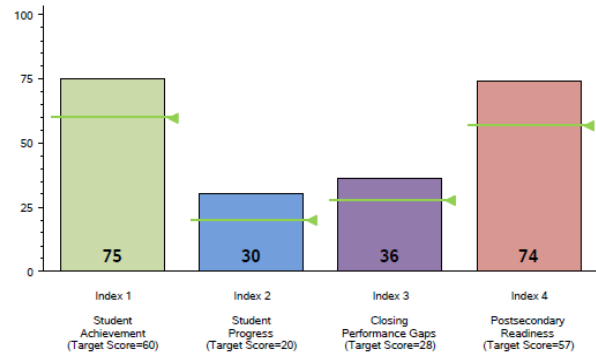
Number and Percentage of Indicators Met	
Performance Rates	16 out of 25 = 64%
Participation Rates	12 out of 12 = 100%
Graduation Rates	3 out of 3 = 100%
Met Federal Limits on Alternative Assessments	1 out of 1 = 100%
Total	32 out of 41 = 78%

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%

2017

Grand Saline STAAR Data compared to Statewide Results

Reading Grades 3-8

Grade	2013-2014		2014-2015		2015-2016		2016-2017	
	GS	State	GS	State	GS	State	GS	State
3	73	76	56	77	69	74	46	72
4	60	74	67	74	62	77	60	70
5	96**	89**	83**	78**	74**	75**	65	71
6	80	77	81	76	68	71	58	67
7	68	75	83	75	74	72	65	72
8	91**	91**	90**	78**	94**	82**	82	76

Math Grades 3-8

Grade	2013-2014		2014-2015		2015-2016		2016-2017	
	GS	State	GS	State	GS	State	GS	State
3	47	70	59	77	67	76	52	76
4	59	70	60	73	47	74	64	75
5	81**	91**	79	79	77**	79**	83	81
6	66	78	59	75	57	74	56	75
7	55	67	84	72	53	71	55	68
8	83**	89**	85	75	88**	73**	78	75

Science Grades 5 & 8

Grade	2013-2014		2014-2015		2015-2016		2016-2017	
	GS	State	GS	State	GS	State	GS	State
5	65	73	54	72	64	75	52	73
8	74	70	74	70	80	76	72	74

Writing Grades 4 & 7

Grade	2013-2014		2014-2015		2015-2016		2016-2017	
	GS	State	GS	State	GS	State	GS	State
4	62	73	58	70	51	69	54	63
7	68	70	76	72	73	70	67	68

Social Studies

Grade	2013-2014		2014-2015		2015-2016		2016-2017	
	GS	State	GS	State	GS	State	GS	State
8	52	61	46	64	66	65	58	62

EOC

Exam	2013-2014		2014-2015		2015-2016		2016-2017	
	GS	State	GS	State	GS	State	GS	State
Algebra I	71**	81**	81**	81**	85**	82**	71	82
US History	77**	92**	76**	91**	90**	92**	86	92
Biology	86**	91**	95**	92**	91**	85**	91	85
English I	63**	62**	76**	63**	75**	60**	61	60
English II	73**	66**	77**	66**	81**	62**	61	62

includes re-testers

Academic Performance Chart STAAR DATA 2017

Reading/ELA	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	ENGLISH 1	ENGLISH 2
State Average	72	70	71	67	72	76	60	62
GS-All Students	46	60	65	58	65	82	61	61
African American	*	*	*	*	*	*	*	*
Hispanic	40	60	61	60	63	80	46	47
White	49	58	68	59	68	84	69	66
Economically Dis.	44	55	59	55	62	71	53	55

Writing	Grade 4	Grade 7
State Average	63	68
GS- All Students	54	67
African American	*	*
Hispanic	48	58
White	55	70
Economically Dis.	49	60

Math	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	ALGEBRA 1
State Average	76	75	81	75	68	75	82
GS- All Students	52	64	83	56	55	78	71
African American	*	*	*	*	*	*	*
Hispanic	44	48	74	60	42	72	61
White	54	69	85	57	64	76	78
Economically Dis.	45	55	76	50	47	71	72

Social Studies	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	US History
State Average						62	92
GS- All Students						58	86
African American						*	*
Hispanic						40	81
White						66	89
Economically Dis.						45	82

Science	Grade 5	Grade 8	Biology
State Average	73	74	85
GS-All Students	52	72	91
African American	*	*	*
Hispanic	52	50	81
White	51	80	95
Economically Dis.	40	61	87

August 7, 2017

Includes re-testers if available

2017-2018 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 2017 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 2017 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 Hispanic, SPED, Econ Disadv and ELL
- District Performance Rate in Mathematics for Hispanic, Econ Disadv, SPED, and ELL
- District Performance Rate in Writing for Hispanic
- District Performance Rate in Science for SPED and Econ Disadv
- High School Performance Rate in Reading for Hispanic, Econ Disadv, and SPED
- High School Performance Rate in Mathematics for Hispanic
- Middle School Performance Rate in Mathematics for Hispanic and Econ Disadv
- Middle School Performance Rate in Social Studies for All Students and Econ Disadv
- Intermediate Performance Rate in Reading for All Students, Hispanic, White, Econ Disadv and ELL
- Intermediate Performance Rate in Mathematics for Hispanic, Econ Disadv, and ELL
- 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 91%

Findings: Refer to 2017 Federal System Safeguards: The federally-approved target of 91 percent is applied to performance results for all subjects and grade levels on STAAR grades 3-8 and EOC assessments.

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, Reading, Science, and Writing
- TELPAS Reading Beginning proficiency level is 15.3 the Target Rate cut point is 0-7.5
- GSISD did not meet PBMAS CTE Economically Disadv EOC Passing Rate In ELA, SPED passing rate in Math and ELA
- GSISD did not meet PBMAS Standard in ESSA, Title I, Part A STAAR 3-8 Passing Rate in Mathematics, Reading, Science, Social Studies, and Writing
- GSISD did not meet PBMAS Standard in SPED STAAR 3-8 Passing Rate in Math, Reading, and Science, SPED STAAR EOC Math, Science, and ELA

- GSISD did not meet PBMAS Standard in SPED STAAR ALT 2 Participation Rate
- SPED Regular Class \geq 80% (ages 6-21) performance level is 58.5 and the Target Rate cut point is 70-100
- SPED Regular Class \leq 40% (ages 6-21) performance level is 20.2 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 2% per year for a total of 10% increase at the end of 5 years.

Strategy:

Professional Development in effective Math, ELAR, Social Studies, and Science strategies will employed at each campus. Professional Development to provide best practices and teaching strategies to address differentiation and learning styles for all student groups. Substitutes will be utilized once each six weeks to allow for planning and collaboration.

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.
- Title III specialist will provide training in SIOP and effective linguistic strategies.

Goal 2:

Students will be reading on or above grade level.

Strategy:

Implement Reading Horizons, a new phonics program K-4.

Impact:

Student success will increase on progress monitoring and state assessments.

Intervention:

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

Goal 3:

Increase attendance from 94.63% to 96%. (2017 EOY attendance was 95.5%, 2016 EOY attendance 94.63, and 2015 EOY attendance was 95.42)
Attendance incentives have not been successful. Student and parent training on the importance of attendance will be a focus for the 17-18 school year.

Strategy:

Campus incentives to attend school will be implemented and promoted at each campus.

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.
- 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
- PEIMS reports on attendance, discipline, and grades.
- Sign in sheets for principal training
- Grade placement committee sheets
- Walk-Through Observations

Conclusion: Most student groups remained the same or stayed within 5% up or down of the previous year assessment results. District strengths are 8th Grade Reading and Biology performance results compared to the state. Areas of concern are 3rd Grade Reading and Math and 5th Grade Science performance in all sub groups. Attendance improved from the previous year but continues to be an area of challenge.

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 2018, 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 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 ▪ High School 	Elementary School Principal Intermediate School Principal Middle School Principal High School Principal	SCE	August 2017 January 2018 May 2018	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 2017 Sept 2017 October 2017 January 2018 May 2018	100% of CTE teachers will team with academic content teachers.	
Equip campuses with additional supplies and materials to enable teachers to more effectively integrate technology TEKS into the classroom allowing access of USB ports, curriculum software and hardware such as chrome books, laptops, iPads, etc.	Assistant Superintendent Technology Staff	Local IMA Funds Local	August 2017 January 2018 May 2018	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 2017	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 2017 January 2018 May 2018	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, HS ▪ Debate Team, HS ▪ Duke TIP 	Assistant Superintendent Principals Counselors Teachers	Local	August 2017 January 2018 May 2018	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 2017 May 2018	100% of students will have opportunity to participate.	
Provide parents access to student grades via the internet. ▪ txGradebook	Principals Technology Staff	Local	August 2017 January 2018 May 2018	100% of parents will have the opportunity to participate.	
Identify scientifically research based intervention strategies to reduce percentage of Special Education students in order to meet ESSA requirements. (PBMAS)	Assistant Superintendent Special Ed Director Principals Counselors Teachers	Local	August 2017 January 2018 May 2018	No More than 1% of district enrollment will be identified as Special Education students taking STAAR Alternative 2.	
Continue to provide Pregnancy Related Services.	Principals Counselors Nurse	Local	December 2015 May 2018	100% of eligible students stay enrolled in school and earn credits toward graduation.	
Provide student incentives for perfect attendance.	Principals	Local	August 2017 January 2018 May 2018	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 2017 January 2018 May 2018	96% attendance rate or higher each six weeks.	
Provide staff with training on identifying, supporting, and monitoring student groups. (TAIS, System Safeguards, PBMAS) ▪ Dyslexia and Related Disorders ▪ Limited English Proficient ▪ Special Education ▪ Gifted and Talented ▪ At-Risk ▪ Economically Disadvantaged	Assistant Superintendent Special Ed. Director Principals Counselors Dyslexia Specialist Region 7 Specialist Teachers	Local Title I, Part A	August 2017 January 2018	100% of teachers will participate. 100% of eligible students will be identified and have opportunity to participate.	
Continue to provide students and parent's career education to develop the knowledge, skills, and competencies necessary for a broad range of career opportunities. ▪ Higher Education Admissions and Financial Aid Resources and Opportunities ▪ Health/Science Technology ▪ College/Career Days ▪ Work-based Learning ▪ SIGI ▪ PSAT (9-11) ▪ College Board ▪ Texas Grant Program ▪ Teach for Texas Grant Program ▪ Job Shadowing Program	Assistant Superintendent Principals Counselors	Local CTE High School Allotment	August 2017 January 2018 May 2018	100% of students will have access to information.	
Provide SAT/ACT software for use in middle and high school library.	Counselors	Local	August 2017	100% of students will have the opportunity to participate.	
Provide students opportunity to regain high school credit through Odyssey Ware credit recovery program.	High School Principal High School Counselor	Local	October 2017 January 2018 June 2017	100% of students meeting requirements of program will have opportunity to participate.	
Co-ordinate DAEP with Rains ISD in order to ensure continuous alignment of quality instruction and course completion.	Assistant Superintendent Secondary Principals Secondary Counselors Secondary Teachers	Local	January 2018 May 2018	100% of all students participating will pass assigned courses.	

TJC Promise Scholarship Opportunity for 2017-2018 Freshmen Class and beyond which will provide 2 years of tuition and fees for students meeting eligibility criteria.	Principal Counselor Superintendent	Local	2017-2018	Students meeting criteria to qualify for 2 years of tuition and fees paid for at TJC.
Participate in Title III, Contracted Services with Region VII ESC for services to ensure high academic standards for LEP students. (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 2017 January 2018 May 2018	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 2017 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	August 2017 January 2018 May 2018	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 2017 January 2018 May 2018	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. (System Safeguards, PBMAS)	Assistant Superintendent Principals Region 7 Specialist	Title III Local	August 2017	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 2017 January 2018 May 2018	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 2017 January 2018 May 2018	100% of parents will have opportunity to participate. 100% of students will have an increase in student performance.
Foster Care/Homeless students will be allowed to attend their school of origin when deemed it is in the best interest of the student to do so.	Foster Care/Homeless Liaison SPED Director Transportation Director	Local	Ongoing	100% of all identified students will have an individual transportation plan.

Goal 2: GSISD will increase state and federal assessment passing rate in Reading and Math to meet STAAR Progress Measures and performance levels for all students for 2017-2018 by providing effective instructional strategies and interventions.

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

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

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

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
Provide STAAR remediation for Reading and Math for at-risk students.	Principals	Local	August 2017 May 2018	100% of participating students will master a minimum of 70% of tested objectives.	
Provide dyslexia training for research based strategies meeting 5 components of dyslexia handbook. <ul style="list-style-type: none"> ▪ Scottish Rite Literacy ▪ Rite Flight HS Reading I course for students qualifying for dyslexia services, LEP students, and struggling readers. (System Safeguards, PBMAS)	Assistant Superintendent Dyslexia Specialist Principals Teachers	Title I, Part A Local		100% of participating students will master a minimum of 70% of tested objectives.	
Identify district/campus intervention strategies for RTI process. Utilize DMAC for computerized benchmarking in Reading/ELA and Math for grades 2-11. Utilize disaggregated data to identify TIER groups of learning. Utilize State Assessment software for STAAR/STAAR and data disaggregation. <ul style="list-style-type: none"> • Maintain Progress Monitoring (PM) System to meet the needs of all students to drive appropriate instruction and intervention strategies. Utilize DMAC for data analysis of PM System, State Assessment & PGP. Improve supports to all struggling student groups, ECD, ELL and Special Ed student groups in Reading, Math, and Writing. (System Safeguards, PBMAS) 	Assistant Superintendent Principals Teachers	Title I, Part A Local	August 2017 January 2018 May 2018	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.	
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.	Assistant Superintendent Principals Teachers	Local SCE	August 2017 January 2018 June 2017	100% of students will master a minimum of 70% of tested objectives.	
Incorporate scientifically based research strategies that strengthen the core academic program in schools served by GSISD <ul style="list-style-type: none"> ▪ Istation ▪ MSTAR & ESTAR ▪ Meadows Foundation Intervention Program ▪ TEMI ▪ Odyssey Ware ▪ Imagine Learning ▪ DRA & Guided Reading 	Assistant Superintendent Principals Counselor Teachers	Title I, Part A Local IMA Funds	August 2017 January 2018 May 2018	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.	

<ul style="list-style-type: none"> ▪ Renaissance Learning 					
Implement Reading Horizons Phonics Program <ul style="list-style-type: none"> ▪ Staff Development, One Day On-Site ▪ Online Continual Support with Modules 	Assistant Superintendent Principals Teachers	Local	August 2017 January 2018 May 2018	100% of participating students will master a minimum of 70% of tested objectives.	
Utilize substitutes one day each six weeks to allow teachers time to plan, meet with vertical teams, and plan common assessments.	Assistant Superintendent Principals Teachers	Title V	November 2017 January 2018 February 2018 April 2018 May 2018	Student growth on state assessment will improve by 2% per year in Reading and Math.	

Goal 3: GSISD will promote Community Engagement and Parental Involvement to increase partnerships in the education process to improve student achievement.

- **Objective 1:** GSISD will promote and encourage all stakeholders to attend district and campus meetings to build trust and confidence through communication and transparency at all levels of participation.

Summative Assessment: Accomplishment of objective as measured by participation data and surveys.

Title I Schoolwide Components: 4, 6, 9

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
Include strategies to promote effective parental involvement in the school. <ul style="list-style-type: none"> ▪ 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 2017 January 2018 May 2018	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.	Assistant Superintendent School Nurse SHAC Committee	Local	Oct 2017 Dec 2017 Jan 2018 March 2018	100% of parents will have opportunity to participate.	
Survey to assess the needs and interests of parents related to academics and health.	Assistant Superintendent	Local	April 2018	100% of parents will have opportunity to participate.	
Provide professional development on effective parent engagement strategies.	Assistant Superintendent Principals	Local	Nov 2017 Jan 2018 April 2018	100% of staff will be trained.	
Engage parents in homework assignments or other health activities at home.	Assistant Superintendent Principals Teachers	Local	Oct 2017 Dec 2017 Jan 2018 March 2018	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 	Principal Counselor Teachers	Local	Aug-May	Increase knowledge of involvement activities.	

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

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

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

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

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
Provide capacity building, on-going staff development opportunities for all faculty and staff through Region VII ESC contracts and Consultants. <ul style="list-style-type: none"> ▪ 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 2017 January 2018 May 2018	100% of new hires will be highly qualified.	
Continue to provide above state-base salary scale and financial incentives to recruit and maintain state certified teachers.	Superintendent Assistant Superintendent	Local Title I, Part A	Monthly	100% of teachers will be highly qualified.	
Provide capacity-building professional development opportunities beyond regional services through local training, seminars, and conferences. <ul style="list-style-type: none"> ▪ 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 attend Substitute Teacher Training.	Assistant Superintendent Principals	Local	August 2017	100% of substitute teacher s will participate.	
Provide district/campus new staff orientation and mentoring.	Assistant Superintendent Principals	Local	August 2017	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	Local	Weekly	100% of teachers will participate	

Goal 5: At GSISD all students will be educated in learning environments that are safe and secure.

- **Objective 1:** All learning environments will promote student success and will be drug free and conducive to learning.
- **Objective 2:** Campuses will provide speakers and programs to encourage student safety and the importance of making healthy choices.

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

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

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
Provide security doors at all campus entries and cameras in campus hallways. <ul style="list-style-type: none"> ▪ High School ▪ Middle ▪ Intermediate ▪ Elementary 	Superintendent Principals Technology Director	Local	August 2017 January 2018 May 2018	10% decrease in discipline referrals each six weeks.	
Continue to address the following in faculty meetings. <ul style="list-style-type: none"> ▪ Discipline Management to Include Physical and Verbal Aggression, Sexual Harassment, Sexual Abuse and Maltreatment of children and Bullying ▪ Classroom Management ▪ Student Code of Conduct ▪ Suicide Prevention ▪ Racial Sensitivity ▪ Bullying Protocol ▪ A.L.I.C.E. Training 	Assistant Superintendent Principals Counselors Region 7 Specialist	Local	August 2017 January 2018	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 2017 May 2018	100% of identified groups will participate.	
Ensure each campus has a trained Crisis Prevention Intervention team.	Special Ed Director Principals	Special Education Local	August 2017 May 2018	100% of campuses will have trained team.	
Utilize Emergency Operations Plan to ensure preparedness in all emergency situations in school or community. <ul style="list-style-type: none"> ▪ Provide ALICE Intruder Training 	Superintendent Assistant Superintendent Maintenance Director Emergency Operations Team Region 7 Specialist	Local	Monthly August 2017	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 2017 January 2018 May 2018	10% decrease in discipline referrals each six weeks.	
Utilize random dog searches for illegal substances.	Superintendent Principals	Local	Monthly	50% reduction in incidents of found contraband.	
Campus character education program to teach and reward good behavior and character. <ul style="list-style-type: none"> ▪ Wellness Plan ▪ Character Counts 	Assistant Superintendent Principals Counselors	Local	Monthly	10% decrease in discipline referrals each six weeks.	

Support and enforce health and safety for staff and students. <ul style="list-style-type: none"> ▪ SHAC -District Wellness Plan ▪ Red Ribbon Week ▪ Dogs Against Drugs ▪ Aim for Success ▪ JK Hope ▪ 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.	
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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	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	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	Grand Saline ISD & ESC Migrant Contacts	September, 2017 and April, 2018	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	Grand Saline ISD & ESC Migrant Contacts	September, 2017 and April, 2018	Action Plan Templates, PowerPoint	Certificate, Needs Assessment Plan, PFS Action Plan Template and ID&R Action Plan Template

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	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.	Grand Saline ISD 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	Grand Saline ISD and ESC	Upon enrollment or identification	Family survey	NGS district reports, completed surveys
	Use New Generation System and Migrant Student Interstate Exchange (NGS and MSIX) to verify previously eligible Migrant students	Project districts and ESC	Upon enrollment or identification	Family survey	NGS district reports, completed surveys
	Tracking late enrollment, early withdrawal	Grand Saline ISD and ESC	Upon enrollment and withdrawal	Family surveys and withdrawals	NGS district reports, completed surveys

Required Activity	Method	Responsible Staff	Estimated Time	Materials	Method of Evaluation
Complete Certificate of Eligibility (COE)	Recruiter completes COE and Supplemental Documentation Form (SDF) during family interview. Submit completed COE and SDF to designated reviewer for review	ESC Recruiters	Within 5 days of parent signatures	COEs	Completed COE
Review COEs	Reviewer reviews COE and SDF, returns COE and SDF to recruiter if additional information is needed, then submits to New Generation System (NGS) Terminal Site for entry into to NGS.	Recruiter, Reviewer, NGS data entry personnel	Within 7 days of parent signature.	COEs	Completed COE with 2 signatures and NGS report.
Conduct Residency Verification	Verify continued residency for all currently eligible migrant children who have not made a new qualifying move during the current reporting period. Recruiter will request school record to verify enrollment and/or obtain parent signature for un-enrolled youth.	District Migrant Contact, ESC Migrant Department	September 1, 2017- November 1, 2017. For 2 yr old turning 3, on or after 3rd birthday	COEs, School records	Updated COE, parent signature, NGS residency verification report
Notify the school district when students qualify for the Migrant Education Program	Letter and a copy of the COE is sent to District Migrant Contact and to PEIMS Coordinator	ESC7 Migrant Department	Within 7 days of entry into NGS.	COE, letter	District's receipt of letter

Required Activity	Method	Responsible Staff	Estimated Time	Materials	Method of Evaluation
Maintain a strong system of Quality Control	Eligibility Review-Forward COEs with more than one comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual. Project Districts send a copy of COEs to ESC.	Recruiters, Reviewers, MEP administrators, ESC MEP contact	Ongoing	Documentation forms, re-interview documentation	Completed documentation forms, Re-interview documentation
	Work with the ESC to provide training support to MEP recruiters, designated reviewers and other MEP staff as specific needs are observed throughout the year.	All MEP staff	Ongoing	Manual, Documentation forms	Certificate
Annual Evaluation of ID&R Program	Analyze data	ESC and districts	May, 2018	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, 2018	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

Created: 04/01/2015

Reviewed: 05/18/2017

Revised: 05/18/2017

As part of the NCLB Consolidated Application for Federal Funding, Part 4 of the Title I, Part C Migrant Education Program schedule, the Priority for Service (PFS) Action Plan is required Program Activity for the Migrant Education Program.

Criteria for determining Priority for Service Students

<p>Grades K-2 Students who are designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component, or have been retained, or are overage for their current grade level <u>and</u> have their school interrupted during the previous or current regular school year.</p>		<p>Grades 3-12 Students who failed one or more sections of the State Assessment, ARD Exempt, Absent or were not enrolled in a Texas school during the assessment period for their grade level <u>and</u> have their school interrupted during the previous or current regular school year.</p>	
Required Activities	Timeline	Person(s) Responsible	Documentation
New Generation System (NGS) Priority for Service (PFS) report will be generated monthly.	Before the end of each month, August, 2017-July, 2018	NGS Specialist	PFS tracking report
Updated NGS PFS report, criteria and PFS response form will be provided to campus principals and/or counselors	Within 5 days of receipt by district Migrant Contact	District Migrant Contact	Letter to principal, dated PFS form
A completed PFS Response Form provides documentation of academic services provided to the migrant student. The PFS response form will be returned to the ESC 7 MEP.	Within 5 days of receipt	District Migrant Contact, principal, teacher or district assigned personnel	Completed PFS response form
Meet the instructional and social supplemental needs of the PFS Migrant student.	Ongoing	ESC and District Migrant personnel	NGS Supplemental Services Report

Provide Federal, State and Local programs and services for PFS students (ESL Pull-Out Program and after school tutorials)	Ongoing	District Personnel	PFS response form and NGS Supplemental Services Report
GSISD Title I Migrant Coordinator/MEP staff will make home and/or community visits to update parents on the academic progress of their students.	End of each grading period	District Staff	Documentation of home visits, phone calls, report cards, State Assessment letters
District submits Fall and Spring Semester grades to ESC 7 MEP for grades 9-12. District submits End of Year grades for grades 6-8 to ESC 7 MEP.	Within 5 days of the end of the semester or year	District Migrant Contact	Grades Report from NGS
Migrant Contact reports late enrollment or early withdrawal to ESC 7 MEP.	Within 5 days of enrollment or withdrawal	District Migrant Contact	Enrollment or withdrawal form, NGS report
The district's Title I Migrant Coordinator will use NGS Priority for Service reports to give priority placements to these students in Migrant Education Program activities	End of each month	District Migrant Contact	NGS Reports
Offer to Migrant families with 3 or 4 year olds not enrolled in school A Bright Beginning. A Bright Beginning is an in-home preschool program.	When the child turns 3 until the student is eligible for enrolling in a district. August, 2017 through May, 2018	ESC MEP	A Bright Beginning documentation

Grand Saline ISD will send a copy of the approved District Improvement Plan to ESC 7 for Compliance Reporting	After School Board approval	District Migrant Contact	A copy of the District Improvement Plan
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The Title I Migrant Coordinator will include the PFS Action Plan in the District's Improvement Plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan" section), rather than integrating the action plan elements with the other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged)

Created: 04/01/2015

Reviewed: 05/18/2017

Revised 05/18/2017



Changing the World One Student at a Time