

Grand Saline High School

Plan of Action 2011-2012



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 every-changing society.

The campus site-based decision-making committee collaboratively developed the 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 Plan of Action. The following funding sources support the objectives and strategies identified in the Plan of Action: Title I, Part A; Title I, Part C; Title II, Part A; Title II, Part D; Title III; Title IV, Part A; Title V, Part A; Title VI, Part B, Subpart II; Special Education; Gifted & Talented; CTE; Optional Extended Year Program; Tobacco Compliance Grant; State Compensatory Education; and Local.

Campus Site-Based Decision-Making Committee Members

- **Ricky LaPrade**, High School Non-Teaching Professional, Chairman
- **Melissa Mitchell**, Non-Teaching Professional
- **Shari Sauseda**, High School Teacher
- **Paul Trent**, High School Teacher
- **Kyle White**, High School Teacher
- **Carla Milliorn**, High School Teacher
- **Donna Taylor**, High School Teacher
- **Ramona Rucker**, High School Teacher
- **Ginny Stanley**, Parent Representative
- **Michael Tollison**, Community Representative
- **Deanne Cleere**, Parent Representative
- **Cody Mize**, Assistant Principal

Comprehensive Needs Assessment

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

- Longitudinal AEIS data
- Longitudinal academic performance data for non-AEIS student groups
- TELPAS, TAKS-I, LDAA, AYP, PBMAS, and SAT/ACT
- Program Evaluations
- Stakeholder Surveys
- Discipline Reports
- Formative Assessment Data
- Staffing Needs
- Professional/Paraprofessional Training Needs
- Norm-referenced Tests
- Promotion/Retention Rates
- Informal Evaluations

Findings

- The high school should receive a Gold Performance Acknowledgement in the area of College-Ready.
- We have continued our TAKS remediation classes to include grades 9 through 11 in math and science, as well as any senior who has not passed any portion of the TAKS test. We continue to offer after school tutorials for any failing student.
- We have continued with a mentoring/tutorial activity period within the regular schedule.
- We have increased our History classes by adding a dual credit US History course. This brings our dual credit offering to a total of 44 hours.
- We increased our percentage of commended students in Science from 16% to 23%.
- Our ACT scores increased in math, English, and science over the previous year. As a result we have continued our SAT/ACT course that is available for students who want to take the tests.
- Average ACT score rose from 20.5 to 21.2.
- Dropout rate dropped from 1.4% to .9%.
- We are continually looking for new ways to help the LEP students develop better English language and math skills to help them on the TAKS test. We now have two ESL teachers on campus who also teach some Spanish classes. We encourage the LEP students to attend tutorials daily.

Components of a Schoolwide Program

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|-----------------------------------|--|-----------------------------------|
| 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 | | |

Academic Performance Chart Title I, Part A LEA School Improvement

Stage 1

District Improvement Plan: SIP requirements 1-9

The plan shall—

1. incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA;
2. identify actions that have the greatest likelihood of improving the achievement of participating children in meeting the state's student academic achievement standards;
3. address the professional development needs of the instructional staff serving the agency by committing to spend not less than 10 percent of the Title I, Part A funds for each fiscal year in which the agency is identified for improvement for professional development, excluding funds reserved for professional development under section 1119;
4. include specific measurable achievement goals and targets for each of the groups of students identified in the disaggregated data consistent with adequate yearly progress;
5. address the fundamental teaching and learning needs in the schools of that agency, and the specific academic problems of low-achieving students, including a determination of why the LEA's prior plan failed to bring about increased student academic achievement;
6. incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year;
7. specify the responsibilities of the TEA and the LEA under the plan, including specifying the technical assistance to be provided by the TEA and the LEA's responsibilities under 1120A [Fiscal Requirements];
8. include strategies to promote effective parental involvement in the school; and
9. be implemented (including a revised plan) expeditiously, but not later than the beginning of the next school year after the school year in which the LEA was identified for improvement.

	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
	Reading/ELA	Reading/ELA	Reading/ELA	Math	Math	Math	Science	Science	Science	Social Studies	Social Studies	Social Studies
All	97%	97%	95%	73%	84%	78%	84%	88%	88%	95%	95%	92%
Hispanic	99%	97%	91%	72%	77%	74%	75%	86%	71%	95%	95%	91%
White	97%	97%	95%	74%	86%	79%	86%	88%	91%	95%	95%	92%
Male	97%	94%	%	77%	83%	%	90%	89%	%	95%	95%	%
Female	98%	99%	%	69%	85%	%	78%	88%	%	96%	98%	%
Special Education	81%	88%	89%	33%	71%	77%	45%	65%	84%	83%	76%	95%
Economically Disadvantaged	94%	93%	92%	63%	72%	70%	76%	76%	79%	93%	90%	91%



	Class of 2008	Class of 2009	Class of 2010
Completion Rate	93.9%	87.5%	97.6%
RHSP/DAP Graduates	80.3%	89.2%	83.1%
SAT/ACT Tested	57.7%	58.9%	53.6%
SAT/ACT At/Above Criterion	25.3%	9.1%	2.7%
College Readiness/TSI - ELA	47.0%	67.0%	65.0%
College Readiness/TSI - Math	46.0%	56.0%	65.0%

Accountability	2010 State	2010 Federal	2011 State	2011 Federal
Grand Saline High School	Academically Acceptable	Meets AYP	Academically Acceptable	Meets AYP

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 2014, 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 TAKS and TAKS A/M results.

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

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
Utilize DMAC/TEKSCORE for progress monitoring in Reading/ELA, Math, Science, and Social Studies. Utilize TSMS disaggregated data to target students not reaching expectations.	Principal Lead Teachers Federal/Sp Programs Dir	Title II, Part D	October 2011 December 2011 February 2012 April 2012	90% of students will master a minimum of 70% of tested objectives.	
Provide additional support for students not achieving expectations through before-school, after-school program, monitoring/activity period and extended year programs in core content areas. <ul style="list-style-type: none"> Provide summer tutorials for those failing the TAKS test. Provide after school tutorials. Odyssey Ware credit recovery program 	Principal Counselor Teachers	OEYP Local SCE	November 2011 December 2011 February 2012 April 2012 May 2012 July, 2012	90% of students will master a minimum of 70% of tested objectives.	
<ul style="list-style-type: none"> Utilize State Assessment software for data disaggregation. Utilize disaggregated data to target students not reaching expectations. DMAC TAKS results 	Principal Counselor Teachers Federal/Sp Programs Dir	Title II, Part D	August 2011 December 2011 March 2012 April 2012 May 2012	100% of teachers will have access to analyzed TAKS data when scores available to district.	
Continue research-based instructional intervention programs. <ul style="list-style-type: none"> Reading improvement program as regular education setting Math/Science remediation classes for grades 9-12 Provide tutorial supplemental materials through Region 4 SAT/ACT class Odyssey Ware (credit recovery) Accelus math program 	Principal Teachers Federal/Sp Programs Dir	Title I, Part A Title II, Part A Local	September 2011 November 2011 December 2011 February 2012 April 2012 May 2012	90% 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.	
Continue cross-curricular teaming of CTE and academic content teachers to foster integration of TEKS among disciplines.	Principal CTE Teachers Counselor	CTE Local	August 2011 January 2012	100% of CTE teachers will team with academic content teachers.	
Equip library with additional supplies and materials to enable teachers to more effectively integrate technology into the classroom. <ul style="list-style-type: none"> AR Books IPOD's Research source books Software on ACT 	Curriculum Director Librarian Federal/Sp Programs Dir	Title V, Part A Title IV, Part A Local	December 2011 May 2012	100% of campuses will have access to library materials.	
Require 30-hour initial GT training and 6 hour yearly update of all teachers in core content areas.	Curriculum Director Principal Federal/Sp Programs Dir	GT Code VII Title I, Part A Title II, Part A Local	August 2011 January 2012 May 2012	100% of core content area teachers will complete GT training.	

<p>Continue Dual-Enrollment courses with Tyler Junior College</p> <ul style="list-style-type: none"> ▪ Pre-Cal/Calculus, College Algebra, Statistics ▪ English ▪ Government/Economics ▪ Majors Biology, Anatomy & Physiology ▪ Health Science EMT (articulated course) ▪ US History 	Principal Counselor	Local	August 2011 January 2012	90% of students will master a minimum of 70% of tested objectives. 100% of eligible students will be identified and have opportunity to participate.
<p>Continue enrichment opportunities for GT students.</p> <ul style="list-style-type: none"> • Field Trips (Physics Day, Renaissance Fair, Dallas Art Institute) • Software for ACT/SAT Review • Steem program with Texas A & M Commerce 	Principal Counselor Teachers	GT Code VII Local	December 2011 May 2012	100% of eligible students will be identified and have opportunity to participate.
<p>Continue to provide activities enabling students to smoothly transition from the home to school, from campus to campus, and from school to work.</p> <ul style="list-style-type: none"> • 9th Grade Orientation • Indian Pride Nights • Career Day • College Day • Career Choice Materials in Counselor's office • FAFSA meeting with TJC Reps • Job Shadowing Program • Student Advocates Program 	Principal Counselor Federal/Sp Programs Dir	Title I, Part A CTE Local	April 2012 Nov/March November 2011 February 2012 April 2012	100% of students will have opportunity to participate.
<p>Continue to provide opportunities for parents to be partners in education.</p> <ul style="list-style-type: none"> • Parent Booster Club • Campus/District SBDM Committees • Parent Conferences • Parent Meetings • Scholarship Information Night • Financial Aid Night (TJC Representatives Available) • Indian Pride Night 	Principal Counselor Federal/Sp Programs Dir	Title I, Part A CTE Local	Monthly	100% of parents will have opportunity to participate.
<p>Provide parents access to student grades via the internet.</p> <ul style="list-style-type: none"> • Gradespeed/School Web Site accessibility • Orientation for new teachers 	Curriculum Director	Local	September 2011 November 2011 December 2011 February 2012 April 2012 May 2012	100% of parents will have the opportunity to participate.
<p>Offer Reading 1 & 2 courses for students qualifying for dyslexia services, LEP students, and struggling readers.</p>	Curriculum Director Principal Federal/Sp Programs Dir	Title I, Part A Local	August 2011 January 2011	90% of participating students will master a minimum of 70% of tested objectives.
<p>Create an environment of increased accountability for all staff.</p> <ul style="list-style-type: none"> • Lesson plans reflecting implementation of aligned curriculum & weekly meetings to discuss plans • Administrator Walk-Through Visits/Learning Walks • Regularly Scheduled Faculty Meetings With Required Attendance 	Principal Teachers Federal/Sp Programs Dir	Title I, Part A Local	September 2011 November 2011 December 2011 February 2012 April 2012 May 2012	100% of faculty will participate.
<p>Implement an inclusion model with at least one resource teacher and one inclusion teacher on each regular campus.</p> <ul style="list-style-type: none"> • Content Mastery teacher that also checks on the students in the classroom. 	Superintendent Principal	Special Education Local	September 2011 November 2011 December 2011 February 2012 April 2012 May 2012	12% or higher of special education students will take TAKS only. 100% of teachers will have opportunity to 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 2: By 2014, 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 TAKS, and TELPAS results.

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

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
Participate in Title III SSA with Region VII ESC for services to ensure high academic standards for LEP students. <ul style="list-style-type: none"> • Sheltered Instruction Training for all teachers • ELPS training for all teachers 	Curriculum Director Principal Federal/Sp Programs Dir	Title III	August 2012	100% of participants will provide documentation of attendance.	
Provide Reading Improvement instruction for all LEP students as needed.	Curriculum Director Principal Federal/Sp Programs Dir	Title I, Part A Local	August 2011 January 2012	100% of LEP students will participate as needed.	
Train all academic content area teachers in Texas Observation Protocol procedures.	Curriculum Director Principal Federal/Sp Programs Dir	Title III Local	May 2011 September 2011	100% of academic content area teachers will participate.	
Pay testing and certification fees for all teachers acquiring new ESL certification.	Curriculum Director Principal Federal/Sp Programs Dir	Local	August 2011 January 2012 May 2012	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.	Principal Counselor Federal/Sp Programs Dir	Local	August 2011 January 2012	100% of LEP students 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 3: By 2014, all students will be taught by highly qualified teachers.

Summative Assessment: Accomplishment of objective as measured by TAKS results and Highly Qualified 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. <ul style="list-style-type: none"> • Leadership Development Cooperative • Math/Science Cooperative • Code VII GT Cooperative Advanced Academic Services • Professional Development Cooperative • Title I Contracted Services • Special Education Services • Migrant SSA • Title III SSA 	SBDM Committee Curriculum Director Principal Federal/Sp Programs Dir	Title I, Part A Title I, Part C Title II, Part A Title II, Part D Title III Title IV, Part A Local	Monthly	100% of participants will provide documentation of attendance.	
Participate in Personnel Services Cooperative with Region VII ESC for access to database of certified applicants.	Superintendent Principal	Local	August 2011 May 2012 June 2012 July 2012 As Needed	100% of new hires will be highly qualified.	
Continue to provide above state-base salary scale and financial incentives to recruit and maintain highly qualified teachers.	Superintendent Curriculum Director Federal/Sp Programs Dir	Title VI, Part B, Subpart II Local	Monthly	100% of teachers will be highly qualified.	
Provide capacity-building professional development opportunities beyond regional services through local training, seminars, and conferences. <ul style="list-style-type: none"> ▪ CTE Summer Conferences ▪ TASSP ▪ Special Education Updates ▪ Spanish Summer Conference ▪ Technology Conference ▪ Rachel's Challenge Conference ▪ TASA Conference-school safety 	SBDM Committee Curriculum Director Principal Federal/Sp Programs Dir	Title I, Part A Title II, Part A Title II, Part D CTE Local	Monthly	100% of participants will provide documentation of attendance.	
Require all new substitute teachers to attend Substitute Teacher Training. <ul style="list-style-type: none"> • Call certified subs first 	Curriculum Director Principal Secretary	Local	August 2011 January 2012	100% of substitute teacher s will participate.	
Provide one-day new teacher orientation and mentoring.	Principal	Local	August 2011	100% of new 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 cameras in campus hallways. <ul style="list-style-type: none"> High School DAEP 	Superintendent Principal DAEP Director Federal/Sp Programs Dir	Title IV, Part A Local	September 2011 November 2011 December 2011 February 2012 April 2012 May 2012	15% decrease in discipline referrals each six weeks.	
Continue classroom activities to support and enforce health and safety. <ul style="list-style-type: none"> First Aid Certification CPI Team training Fire Drills/Shelter-In-Place Drills Camfel Productions program with MS/HS students Morning announcements/daily challenge 	Principal Counselor Federal/Sp Programs Dir	Title I, Part A Title IV, Part A Tobacco Compliance Grant	Monthly	15% decrease in citations in "Minor in Possession of Tobacco Report" each month. 15% decrease in discipline referrals each six weeks.	
Continue to provide alternative instructional settings with structured environments and credit recovery through OdysseyWare. <ul style="list-style-type: none"> Van Zandt County Youth Multi-Service Center Van Zandt/Rains Alternative Education Cooperative 	High School Principal JJAEP Director DAEP Director	SCE Local	Monthly	100% of students will return to regular setting.	
Continue to address the following in faculty meetings. <ul style="list-style-type: none"> Discipline Management to Include Physical and Verbal Aggression, Sexual Harassment, and Bullying Classroom Management Conflict Resolution Student Code of Conduct Suicide Prevention/Intervention 	Principal Federal/Sp Programs Dir	Title I, Part A Title II, Part A Title II, Part D Title IV, Part A Local	August 2011 January 2012	100% of teachers will participate.	
Continue to require and provide CPR/First Aid training. <ul style="list-style-type: none"> Principal Campus Secretary Coaches, Band Director, & Cheerleading Sponsor Identified CATE Teachers Bus Drivers 	Curriculum Director Nurse	Local	August 2011 May 2012	100% of identified groups will participate.	
Ensure each campus has trained Crisis Prevention Intervention team. <ul style="list-style-type: none"> Ricky LaPrade Cody Mize Michael Ludlow Pam Martin Iris Perry 	Curriculum Director Principal Federal/Sp Programs Dir	Special Education Local	August 2011 January 2012	100% of campuses will have trained team.	
Create a learning environment of high expectations for all students through strict enforcement of Code of Conduct and through shared pride in accomplishments and appearance. <ul style="list-style-type: none"> Class Meetings Guest Speakers Student Council Programs 6 Weeks rewards program 	Principal Teachers	Local	September 2011 November 2011 December 2011 February 2012 April 2012 May 2012	15% decrease in discipline referrals each six weeks.	
Utilize random dog searches for illegal substances.	Superintendent Federal/Sp Programs Dir	Title IV, Part A Local	Monthly	50% reduction in incidents of found contraband.	

Implement a character education program to teach and reward good behavior.

- Planners with Character Education section
- Guest Speakers
- Student Council Programs
- Mentoring Program
- Incentives Program

Principal
Counselor
Federal/Sp Programs Dir

Title IV, Part A
Local

Monthly

15% 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.	Principal Counselor Federal/Sp Programs Dir	Local	December 2011 May 2012	100% of eligible students stay enrolled in school and earn credits toward graduation.	
Provide student incentives for perfect attendance, good behavior. <ul style="list-style-type: none"> ▪ Semester Exam Exemptions ▪ Perfect Attendance Awards/Drawings ▪ Special Events Trips (Ranger games, movies, etc.) ▪ Drawings for cash rewards 	Principal	Local	September 2011 November 2011 December 2011 February 2012 April 2012 May 2012	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.	Principal Police Officer	Local	September 2011 November 2011 December 2011 February 2012 April 2012 May 2012	96% attendance rate or higher each six weeks.	
Provide TAKS remediation courses in Reading/ELA, math, and Science for at-risk students. <ul style="list-style-type: none"> • TAKS Math and Science Remediation Classes • Reading Class • After school tutorials in all areas 	Principal Federal/Sp Programs Dir	Title I, Part A Local	September 2011 November 2011 December 2011 February 2012 April 2012 May 2012	90% of participating students will master a minimum of 70% of tested objectives.	
Provide staff with training on identifying, supporting, and monitoring student groups. <ul style="list-style-type: none"> • Dyslexia and Related Disorders • Limited English Proficient • Special Education • Gifted and Talented • At-Risk 	Curriculum Director Principal Federal/Sp Programs Dir	Local	August 2011 January 2012	100% of teachers will participate. 100% of eligible students will be identified and have opportunity to participate.	
Continue to provide students and parents 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 up to \$1000 per year • TEXAS Grant Program • Teach for Texas Grant Program • Job Shadowing Program • Work Based Learning course 	Principal Counselor Federal/Sp Programs Dir	CTE Local	December 2011 May 2012	100% of students will have access to information.	
Participate in Migrant SSA with Region VII ESC. <ul style="list-style-type: none"> • Annual Training for Identification and Recruitment of Migrant Students 	Curriculum Director Federal/Sp Programs Dir	Title I, Part C	August 2011	100% of migrant students will be identified and served.	