

Grand Saline Independent School District

District Plan of Action 2012-2014



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 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; Title VI, Part B, Subpart II; Special Education; Head Start; Gifted & Talented; CATE; State Compensatory Education; and Local.

Revised November 6, 2012

District Site-Based Decision-Making Committee Members

- **Trish Elliott**, Superintendent, Non-Teaching Professional
- **Debby Morse**, Federal & Special Programs and PEIMS Director, Non-Teaching Professional
- **Mathew Blake**, Central Office, Non-Teaching Professional
- **Debbie Sikes**, Curriculum Director, Non-Teaching Professional
- **Lance Caffey**, Technology Coordinator, Non-Teaching Professional
- **Ricky LaPrade**, High School Principal, Non-Teaching Professional
- **William Bolch**, Assistant Principal, Non-Teaching Professional
- **Mindy Redding**, High School Counselor, Non-Teaching Professional
- **Scott Brown**, High School Teacher
- **Carla Milliorn**, High School Teacher
- **Shari Sauseda**, High School Teacher
- **Brad Swain**, Middle School Principal, Non-Teaching Professional
- **Ted Mitchell**, Middle School Teacher
- **Beth Reid**, Middle School Teacher
- **Lysa Parks**, Middle School Teacher
- **Robert Putnam**, Middle School Teacher
- **Brenda English**, Intermediate School Principal, Non-Teaching Professional
- **Debbie Griffin**, Intermediate School Teacher
- **Lynne Fike**, Intermediate School Teacher
- **Jamie Woodrum**, Intermediate School Teacher
- **Winona Almuete**, Student Services Coordinator, Non-Teaching Professional
- **Tammy Deuson**, Intermediate Teaching Professional
- **Rhonda Orren**, Elementary Principal, Non-Teaching Professional
- **Melisia Foster**, Elementary School Teacher
- **Gina Holland**, Elementary School Teacher
- **DeeAnn Murdock**, Elementary School Teacher
- **Brenda Miller**, Elementary School Teacher
- **Lisa Morrison**, Community Representative
- **Sandra Denton**, Parent Representative
- **Michelle Henry**, Business Representative

Comprehensive Needs Assessment

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

- Longitudinal AEIS data
- Longitudinal academic performance data for non-AEIS student groups
- TELPAS, TPRI, TAKS, STAAR, 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

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

Title I, Part A LEA School Improvement Stage 2

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.

Accountability	2012 State	2012 Federal
Grand Saline ISD	none	Missed AYP
		Reading (Performance) and Math (Performance)
Grand Saline High School	none	Missed AYP Math (Performance)
Grand Saline Middle School	none	Missed AYP Reading (Performance)
Grand Saline Intermediate School	none	Missed AYP Reading (Performance)
Grand Saline Elementary School	none	Meets AYP

STAAR 2012 Raw Scores

GRADES 3-8	Average Raw Score	Average Percentage Score
Grade 3 - Reading	25/40	63%
Grade 3 - Math	27/46	59%
Grade 4 - Reading	29/44	66%
Grade 4 - Math	29/48	60%
Grade 4 - Writing	25/44	57%
Grade 5 - Reading	27/46	59%
Grade 5 - Math	27/50	54%
Grade 5 - Science	29/44	66%
Grade 6 - Reading	31/48	65%
Grade 6 - Math	28/52	54%
Grade 7 - Reading	31/50	62%
Grade 7 - Writing	41/72	57%
Grade 7 - Math	24/54	44%
Grade 8 - Reading	34/52	65%
Grade 8 - Math	24/56	43%
Grade 8 - Social Studies	29/52	56%
Grade 8 - Science	36/54	48%

EOC RESULTS 2012				
	Met Minimum	Level II: Satisfactory at Phase-in Standard	Level II: Satisfactory at Recommended Standard	Level III: Advanced
Algebra I - 8th Gr	15/15 = 100%	13/15 = 87%	5/15 = 33%	4/15 = 27%
Algebra I	40/51 = 78%	34/51 = 67%	5/51 = 10%	2/51 = 4%
Geometry	21/21 = 100%	21/21 = 100%	15/21 = 71%	5/21 = 24%
Biology	70/74 = 95%	64/74 = 86%	29/74 = 39%	4/74 = 5%
Physics	38/43 = 88%	33/48 = 77%	12/48 = 28%	3/48 = 7%
W. Geography	2/2 = 100%	1/2 = 50%	0/2 = 0%	0/2 = 0%
U.S. History	63/72 = 88%	56/72 = 78%	15/72 = 21%	3/72 = 4%
English I - Reading	63/74 = 85%	52/74 = 70%	32/74 = 43%	5/74 = 7%
English I - Writing	59/74 = 80%	50/74 = 68%	35/74 = 47%	3/74 = 4%

Academic Performance Chart

Grade 3	State 2011	GSISD 2011	AfAm	His	White	SPED	EconDis	LEP	At Risk	State 2010	GSISD 2010
Reading	90	94	*	89	95	80	91	82	81	92	87
Math	88	75	*	53	82	60	69	45	44	87	70
Writing/ELA											
Science											
Social Std											
Grade 4	State 2011	GSISD 2011	AfAm	His	White	SPED	EconDis	LEP	At Risk	State 2010	GSISD 2010
Reading	86	78	*	62	83	50	69	20	66	86	88
Math	89	73	*	71	74	60	73	20	47	89	91
Writing/ELA	91	78	*	80	76	43	76	60	66	92	92
Science											
Social Std											
Grade 5	State 2011	GSISD 2011	AfAm	His	White	SPED	EconDis	LEP	At Risk	State 2010	GSISD 2010
Reading	87	86	*	90	83	71	85	*	67	86	81
Math	86	71	*	70	72	71	62	*	43	86	71
Writing/ELA											
Science	86	84	*	80	85	75	80	*	67	87	72
Social Std											
Grade 6	State 2011	GSISD 2011	AfAm	His	White	SPED	EconDis	LEP	At Risk	State 2010	GSISD 2010
Reading	85	72	*	57	77	71	65	*	54	86	77
Math	83	56	*	33	63	86	49	*	32	83	65
Writing/ELA											
Science											
Social Std											
Grade 7	State 2011	GSISD 2011	AfAm	His	White	SPED	EconDis	LEP	At Risk	State 2010	GSISD 2010
Reading	86	89	*	78	90	> 99	84	*	78	86	92
Math	81	66	*	56	69	57	63	*	44	82	75
Writing/ELA	93	97	*	> 99	99	86	97	*	94	94	99
Science											
Social Std											

Grade 8	State 2011	GSISD 2011	AfAm	His	White	SPED	EconDis	LEP	At Risk	State 2010	GSISD 2010
Reading	89	95	*	86	98	86	90	*	83	91	92
Math	80	71	*	81	65	57	64	*	38	81	73
Writing/ELA											
Science	79	85	*	85	85	88	81	*	72	78	85
Social Std	95	> 99	*	> 99	> 99	> 99	> 99	*	> 99	94	94
Grade 9	State 2011	GSISD 2011	AfAm	His	White	SPED	EconDis	LEP	At Risk	State 2010	GSISD 2010
Reading	89	97	*	80	> 99	> 99	94	*	91	92	96
Math	72	59	*	55	60	38	53	*	40	72	74
Writing/ELA											
Science											
Social Std											
Grade 10	State 2011	GSISD 2011	AfAm	His	White	SPED	EconDis	LEP	At Risk	State 2010	GSISD 2010
Reading											
Math	75	82	*	64	87	89	75	*	58	75	88
Writing/ELA	91	91	*	90	91	> 99	88	*	76	91	97
Science	76	81	*	55	86	78	68	*	61	75	81
Social Std	93	84	*	80	84	> 99	87	*	71	93	93
Grade 11	State 2011	GSISD 2011	AfAm	His	White	SPED	EconDis	LEP	At Risk	State 2010	GSISD 2010
Reading											
Math	90	94	*	> 99	93	> 99	88	*	73	88	89
Writing/ELA	94	96	*	> 99	95	73	96	*	85	93	97
Science	90	93	*	85	95	90	92	*	75	90	95
Social Std	98	99	*	> 99	98	90	96	*	92	97	97

All numbers represent percents (%).

(*) Indicates results that are masked due to small numbers to protect student confidentiality.

Indicates the district meets or exceeds the state standard.

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, TAKS A, and TAKS M.

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

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
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/TAKS and TPRI data disaggregation. <ul style="list-style-type: none"> • Develop & 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 struggling students. (SIP-IP) 	Curriculum Director Fed/Sp Programs Director Principals Lead Teachers	Title II, Part D	August 2012 January 2013 May 2013 August 2013 January 2014 May 2014	100% of students will master a minimum of 70% of tested objectives. 100% of teachers will have access to analyzed TAKS data when scores are available to the district.	
SIP (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 and provide additional support for students not achieving expectations SIP (6) through tutorials and after-school programs in core content areas for grades P K-12.	Curriculum Director Principals Teachers	Local SCE Title I, SIP Funds	August 2012 January 2013 June 2013 August 2013 January 2014 June 2014	100% of students will master a minimum of 70% of tested objectives.	
SIP (1.) Incorporate scientifically based research strategies that strengthen the core academic program in schools served by GSISD <ul style="list-style-type: none"> ▪ CEI Lab as regular education setting ▪ SuccessMaker ▪ OdysseyWare ▪ ImagineLearning ▪ Implement DRA & Guided Reading ▪ Reading Renaissance ▪ Rosetta Stone ▪ Waterford Early Learning ▪ Science Learning Systems ▪ Study Island 	Curriculum Director Principals Counselor Teachers	Title I, Part A Title II, Part A Local	August 2012 January 2013 May 2013 August 2013 January 2014 May 2014	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.	

					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 2012 January 2013 May 2013 August 2013 January 2014 May 2014	100% of students will master a minimum of 70% of tested objectives.	
Continue cross-curricular teaming of CATE and academic content teachers to foster integration of TEKS among disciplines.	Curriculum Director Fed/Sp Programs Director High School Principal CATE Teachers Secondary Counselor	CATE Local	August 2012 January 2013 May 2013 August 2013 January 2014 May 2014	100% of CATE 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 microscopes, digital cameras, scanners, projectors, whiteboards, document cameras, etc.	Curriculum Director Technology Staff Librarian	Title V, Part A Title I, Part A Local	August 2012 January 2013 May 2013 August 2013 January 2014 May 2014	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.	Fed/Sp Programs Director Principals	ESC 7 Title I, Part A Title II, Part A Local	August 2012 August 2013	100% of core content area teachers will complete GT training.	
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.	Curriculum Director Fed/Sp Programs Director High School Principal Secondary Counselor	Local Perkins H.S. Allotment	August 2012 January 2013 May 2013 August 2013 January 2014 May 2014	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.	Fed/Sp Programs Principals Counselors Teachers	GT ESC 7 Local	August 2012 January 2013 May 2013 August 2013 January 2014 May 2014	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.	Curriculum Director Fed/Sp Programs Director. Principals Counselors	Title I, Part A Head Start CATE Local	August 2012 May 2013 August 2013 May 2014	100% of students will have opportunity to participate.	
SIP (8.) Include strategies to promote effective parental involvement in the school. <ul style="list-style-type: none"> PIE SBDM Committees Parent Conferences Parent Meetings Indian Pride Nights 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.	Superintendent Fed/Sp Programs Director Curriculum Director Principals Counselors Teachers	Title I, Part A CATE Local	August 2012 January 2013 May 2013 August 2013 January 2014 May 2014	100% of parents will have opportunity to participate. 100% of students will have an increase in student performance.	

Provide parents access to student grades via the internet.	Principals Technology Staff	Local	August 2012 January 2013 May 2013 August 2013 January 2014 May 2014	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 NCLB requirements.	Fed/Sp Programs Director Principals Counselors Teachers	Title II, Part D Local	August 2012 January 2013 May 2013 August 2013 January 2014 May 2014	No More than 2% of district enrollment will be identified as Special Education students taking TAKS M.	
Provide dyslexia training for research based strategies meeting 5 components of dyslexia handbook. <ul style="list-style-type: none"> ▪ Scottish Rite Literacy ▪ Rite Flight Reading I course for students qualifying for dyslexia services, LEP students, and struggling readers.	Fed/Sp Programs Director Principals	Title I, Part A Local		100% of participating students will master a minimum of 70% of tested objectives.	
SIP (2.) Identify actions that have the greatest likelihood of improving the achievement of participating children in meeting the state's student academic achievement standards in GSISD. Create an environment of increased accountability for all staff. <ul style="list-style-type: none"> ▪ Lesson plans reflecting implementation of rigor and aligned curriculum through CSCOPE ▪ Administrator will conduct Walk-Through Visits, Learning Walks, and look for Higher-Level Questions, Thinking Maps, Quizdoms, and Daily Objectives during Smart Walks and formal evaluations. ▪ Enhance performance reviews and feedback, ensuring consistency among all administrators using PDAS, Learning Walks, Walk-Thru's, and score Cards. ▪ Regularly Scheduled Faculty Meetings With Required Attendance. ▪ Meetings with Core Teachers regarding Progress Monitoring to discuss progress, planned interventions and tutorials. ▪ Assure regular time and support for staff to engage in professional development and team collaboration. Sustained by principals through professional learning opportunities and in staff meetings. ▪ Challenges and supports all students so they thrive and achieve their academic potential every year, while preparing them to pursue college and other post-secondary opportunities to be global citizens. Create a culture of high expectations by providing support for all students. 	Federal Programs Director Curriculum Director Principals Teachers	Title I, Part A Local	August 2012 January 2013 May 2013 August 2013 January 2014 May 2014	100% of faculty will participate.	

<p>SIP (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.</p> <ul style="list-style-type: none"> • TX Coalition of Essential Schools • DMACC • ESC 7 	<p>Federal Programs Director Curriculum Director Principals Teachers</p>	<p>Title I Local</p>	<p>August 2012 January 2013 May 2013 August 2013 January 2014 May 2014</p>	<p>100% of faculty will participate.</p>	
<p>SIP (5.) Address the fundamental teaching and learning needs in the schools, and the specific academic problems of low achieving students, including a determination of why the district’s prior plan failed to bring about increased student academic achievement.</p>	<p>Superintendent Federal Programs Director Curriculum Director Principals</p>	<p>Title I Local</p>	<p>August 2012 January 2013 May 2013 August 2013 January 2014 May 2014</p>	<p>100% of participating students will master a minimum of 70% of tested objectives.</p>	
<p>SIP (7.)Specify the responsibilities of the TEA and GSISD under the plan, including specifying the technical assistance to be provided by the TEA and the district’s responsibilities.</p> <ul style="list-style-type: none"> • TEA will provide training to ESC 7 and ESC 7 will provide training to the district • TEA will provide TETN training 	<p>Federal Programs Director Curriculum Director Technology Director Principals Teachers</p>		<p>August 2012 January 2013 May 2013 August 2013 January 2014 May 2014</p>	<p>All faculty will attend staff development.</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 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, TAKS A, TAKS M, 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.	Fed/Sp Programs Director	Title III, SSA	Monthly	100% of participants will provide documentation of attendance.	
Provide intervention strategies and instruction for all LEP students as needed. <ul style="list-style-type: none"> ImagineLearning OdysseyWare SuccessMaker CEI Rosetta Stone 	Federal/Sp Programs Curriculum Director Principals	Title I, Part A Local	August 2012 January 2013 May 2013 August 2013 January 2014 May 2014	100% of LEP students will participate as needed.	
Implement plan to train all academic content area teachers in procedures.	Fed/Sp Programs Director Principals Testing Coordinator	Title III, SSA Local	August 2012 August 2013	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.	Fed/Sp Programs Director Principals	Local	August 2012 January 2013 May 2013 August 2013 January 2014 May 2014	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.	Fed/Sp Programs Director Secondary Counselor	Local	August 2012 January 2013 May 2013 August 2013 January 2014 May 2014	100% of LEP students will participate.	
Require ESL certified teachers to attend at least a 6 hr. update to assist with instructional strategies in working with ESL students	Fed/Sp Programs Director Principals	Title I, Part A Local	August 2012 January 2013 May 2013 August 2013 January 2014 May 2014	100% Participation of all ESL Certified Staff	
SIP (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 and provide additional support for students not achieving expectations <ul style="list-style-type: none"> Provide 4 year plans for all LEP students ELPS training for all staff 	Federal/Sp Programs Curriculum Director Principals Counselors	Title III, SSA Local	August 2012 January 2013 May 2013 August 2013 January 2014 May 2014	All LEP students in Gr. 9-12 will have 4 year plan. 100% of staff will participate in ELPS training.	

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 2013-2014, all students will be taught by highly qualified teachers.					
Summative Assessment: Accomplishment of objective as measured by TAKS, TAKS A, TAKS M 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 ▪ Superintendent Academy ▪ Professional Development Cooperative ▪ Title I Contracted Services ▪ Head Start Cooperative ▪ Special Education Services ▪ Migrant SSA ▪ Title III SSA 	SBDM Committee Fed/Sp Programs and Curriculum Director Principals	Title I, Part A Title I, Part C Title II, Part A Title II, Part D Title III, SSA 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 Principals	Local	August 2012 January 2013 May 2013 August 2013 January 2014 May 2014	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 Fed/Sp Programs Director	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"> ▪ ACET ▪ TASA ▪ TASB ▪ TACE ▪ CTE 	SBDM Committee Curriculum Director Fed/Sp Programs Director Principals	Title I, Part A Title II, Part A Title II, Part D CATE Local	Monthly	100% of participants will provide documentation of attendance.	
Require all new substitute teachers to attend Substitute Teacher Training.	Curriculum Director Principals	Local	August 2013 August 2014	100% of substitute teacher s will participate.	
Provide district/campus new staff orientation and mentoring.	Curriculum Director Federal/Special Programs Director Principals	Local	August 2012 January 2013 August 2013 January 2014	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 ▪ Middle ▪ Intermediate ▪ Elementary 	Superintendent Principals DAEP Director	Local	August 2012 January 2013 May 2013 August 2013 January 2014 May 2014	15% 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, and Bullying ▪ Classroom Management ▪ Conflict Resolution ▪ Student Code of Conduct ▪ Suicide Prevention ▪ Racial Sensitivity 	Principals	Title I, Part A Title II, Part A Title II, Part D Local	August 2012 January 2013 August 2013 January 2014	100% of teachers will participate.	
Continue to require and provide CPR/First Aid training. <ul style="list-style-type: none"> ▪ Central Office Administrators ▪ Principals ▪ Campus Secretaries ▪ Coaches, Band Directors, & Cheerleading Sponsors ▪ Identified CATE Teachers ▪ Bus Drivers 	Curriculum Director Nurses	Local	August 2012 May 2013 August 2013 May 2014	100% of identified groups will participate.	
Ensure each campus has a trained Crisis Prevention Intervention team.	Curriculum Director Principals	Special Education Local	August 2012 May 2013 August 2013 May 2014	100% of campuses will have trained team.	
Utilize Emergency Operations Plan to ensure preparedness in all emergency situations in school or community.	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 2012 January 2013 May 2013 August 2013 January 2014 May 2014	15% decrease in discipline referrals each six weeks.	
Utilize random dog searches for illegal substances.	Superintendent	Local	Monthly	50% reduction in incidents of found contraband.	
Implement a character education program to teach and reward good behavior and character.	Principals Counselors	Local	Monthly	15% decrease in discipline referrals each six weeks.	
Support and enforce health and safety for staff and students. <ul style="list-style-type: none"> ▪ District Wellness Plan ▪ Red Ribbon Week ▪ Dogs Against Drugs ▪ Aim for Success 	Principals Counselors School Nurses	Title 1, Part A	Monthly	15% decrease in citations in "Minor in Possession". 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.	Principals Counselors	Local	December 2012 May 2013	100% of eligible students stay enrolled in school and earn credits toward graduation.	
Provide student incentives for perfect attendance.	Principals	Local	August 2012 January 2013 May 2013 August 2013 January 2014 May 2014	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 Police Officer	Local	August 2012 January 2013 May 2013 August 2013 January 2014 May 2014	96% attendance rate or higher each six weeks.	
Provide STAAR/TAKS remediation courses in Reading/ELA, Math and Science for at-risk middle and high school students.	Middle School Principal High School Principal	Title I, Part A Local	August 2012 January 2013 May 2013 August 2013 January 2014 May 2014	100% 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 ▪ Economically Disadvantaged 	Fed/Sp Programs Director Curriculum Director Principals	Local	August 2012 January 2013	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 	Fed/Sp Programs Director Principals Counselors	Local CTE SSA High School Allotment	August 2012 January 2013 May 2013 August 2013 January 2014 May 2014	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 	Federal Programs Director	Title I, Part C	August 2012 August 2013	100% of migrant students will be identified and served.	
Provide SAT/ACT software for use in middle and high school library.	Counselors	Local	August 2012 August 2013	100% of students will have the opportunity to participate.	
Provide students opportunity to regain high school credit through OdysseyWare credit recovery program.	H.S. Principal H.S. Counselor	Local Chapter 41	October 2012 January 2013 June 2013 October 2013 January 2014 June 2014	100% of students meeting requirements of program will have opportunity to participate.	
Coordinate Web Based OdysseyWare Program between secondary schools and DAEP in order to ensure continuous alignment of quality instructional time.	Curriculum Director Secondary Principals Secondary Counselors Secondary Teachers	Local Chapter 41	January 2013 May 2013 January 2014 June 2014	100% of all students participating will pass assigned courses.	

ID&R Goal:

To actively identify and recruit eligible migrant children and youth who:

- are enrolled or reside in our school District according to all applicable federal laws and regulations
- qualify for appropriate educational services
- meet requirements of:
 - State Comprehensive Needs Assessment,
 - Statewide Service Delivery Plan and
 - NCLB Consolidated Federal Grant Application, Title I, Part C

ID&R Objective:

To ensure all eligible migrant children and youth residing in the District are properly identified, recruited, and effectively served through

- instructional services
- supplemental services such as health, clothing, school materials and referrals for social services
- Parent Advisory Council to empower parents to advocate at home and at school for their children's academic success

Evidence of Need	Activity	Timeline	Staff Responsibility	Materials	Method of Evaluation
Need # 1 Meet federal requirements for annual ID&R training.	Ensure District Migrant staff receive annual ID&R training	August - September 2013	Region VII Migrant Personnel	ID&R Manual, TEA Power Point, and activities	Certification exam and required TEA certificate
Need #2 Meet with Migrant SSA and Project school personnel to brainstorm recruitment activities for the ID&R Action Plan	Develop, create and/or revise ID&R Action Plan	September 2013	Region VII & District Migrant Personnel	ID&R Plan Template, NCLB Consolidated Application, 2010-11 ID&R Action Plan, Statewide Delivery Plan	Distribution of revised/completed ID&R Action Plan to be attached to District Improvement Plans
Need #3 Based on the family survey there is a need to actively recruit children/youth who <ul style="list-style-type: none"> • Are between the ages of birth through 21 	Ensure every family receives a Required Family Survey annually	Upon initial enrollment	Campus enrollment personnel	Family survey	Completed survey maintained for two years
	Screening family surveys for eligibility	August and ongoing	District and Region 7 Migrant Personnel	Family survey	Completed screening process on each family

<ul style="list-style-type: none"> • Cross District lines alone or with parents • Moved due to economic necessity to obtain temporary or seasonal agricultural employment 	Use NGS/MSIX to verify previously eligible Migrant students	August and ongoing	NGS Data Specialist	Family survey and NGS/MSIX reports	NGS/MSIX reports
	Tracking late enrollment and early withdrawal	Ongoing throughout the school year	Campus Enrollment/Withdrawal personnel	Late Enrollment/Early Withdrawal Form, and/or PEIMS reports	PEIMS reports or Late Enrollment/Early Withdrawal Form
Need #4 Based on federal requirements, actively recruit out of school youth	Utilize Out of School Youth Survey	Ongoing throughout the school year	Region 7 and District Migrant personnel	Out of School Youth Survey	Completed Out of School Youth Survey
Need #5 Certificate of Eligibility (COE)	Complete the Certificate of Eligibility (COE)	Ongoing throughout the school year	Region 7 and District Migrant personnel	COE, COE Supplemental Documentation Form	Eligibility Reviewer signature on COE
	Submit and enter data into NGS Online System	Ongoing throughout the school year	NGS Data Specialist	COE, COE Supplemental Documentation Form, NGS Online System	NGS Reports
Need #6 Residency Verification (reporting period)	Verify continued residency for current Migrant students in 2 nd or 3 rd year of eligibility	Sept 1-Nov 1, 2013: For 2 year olds turning 3 on or after 3 rd birthday	Region 7 and District Migrant personnel	COE, school records	NGS Residency Verification Report
Need #7 Based on Texas state requirements maintain and improve a strong system of Quality	Provide current mapping documentation	Ongoing throughout the school year	Region 7 and District Migrant personnel	Region 7 agricultural MEP grid, TX Produce Availability chart in ID&R Manual	Updated mapping grid for Districts and Region 7

Control.	Conduct re-interview process	Jan to April 2013	Trained eligibility reviewers	ID&R Manual and TEA information, COE, COE Supplemental Documentation Form	Completed documentation returned to TEA
	Follow written procedures in ID&R and NGS Manuals for Quality Control	Ongoing throughout the school year	Region 7 and District Migrant Personnel	ID&R Manual, NGS Manual, NGS Reports	NGS Quality Control checklist
Need #8 Annual Evaluation of ID&R Program	Gather and analyze data from ID&R Action Plan	June 30, 2013	Region & District MEP Staff and Migrant PAC	ID&R Action Plan, current district data, NGS reports, NGS Quality Control list	Completed evaluation report for Migrant education program

