

# Grand Saline Independent School District

## District Plan of Action 2013-2014



### 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; Special Education; Head Start; Gifted & Talented; Perkins; State Compensatory Education; and Local.

# 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
- **Robin Goff**, High School Counselor, Non-Teaching Professional
- **Scott Brown**, High School Teacher
- **Carla Biondillo**, 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
- **Michael Young**, Middle School Teacher
- **Brenda English**, Intermediate School Principal, Non-Teaching Professional
- **Brandi Denman**, Intermediate School Teacher
- **Sandra Blackburn**, Intermediate School Teacher
- **Jamie Woodrum**, Intermediate School Teacher
- **Winona Almuete**, Student Services Coordinator, Non-Teaching Professional
- **Rhonda Orren**, Elementary Principal, Non-Teaching Professional
- **Rachel Beasley**, Elementary School Teacher
- **Gina Holland**, Elementary School Teacher
- **Dee Ann Murdock**, Elementary School Teacher
- **Brenda Miller**, Elementary School Teacher
- **Lynne Fike**, Elementary School Teacher
- **Lisa Morrison**, Community Representative
- **Michelle Henry**, Business Representative

# Comprehensive Needs Assessment

Grand Saline ISD conducted a 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, Technology. Data reviewed included the Academic Excellence Indicator System (AEIS) from the previous year, STAAR and TAKS performance data, PEIMS data for students and special programs, special program evaluations, inventories, surveys, TPRI, TELPAS, AYP results, staff development records, NCLB 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 AEIS data
- Longitudinal academic performance data for non-AEIS student groups
- TELPAS, TPRI, TAKS, STAAR, AYP, PBMAS, and SAT/ACT
- 2013 Accountability Summary
- Program Evaluations
- Stakeholder Surveys
- Discipline Reports
- Formative Assessment Data
- Staffing Needs
- Professional/Paraprofessional Training Needs
- Norm-referenced Tests
- Promotion/Retention Rates
- Informal Evaluations

## **Findings: Refer to 2013 State Accountability, PBMAS, and System Safeguards**

- The district and all campuses received a rating of Met Standard in State Accountability.
- The Hs received two Distinction Designations in Academic Achievement in Mathematics and Top 25 Percent Progress.
- In System Safeguards Reading performance was below state standards for ELL, Math performance was below state standards for all Special Ed and ELL students, and Writing performance was below state standard for Special Ed.
- Emphasis on increasing performance for all ELL and Special Ed students is needed.
- Did not meet PBMAS Standard in ESL STAAR 3-8 Passing Rate in Mathematics and Reading
- Did not meet PBMAS Standard in SPED STAAR 3-8 Passing Rate in Mathematics
- SPED STAAR Modified Participation Rate is below standard.
- Did not meet standard in SPED Placements in Instructional Settings 40/41 (Ages 6-11)

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

**Accountability Rating**

**Met Standard**

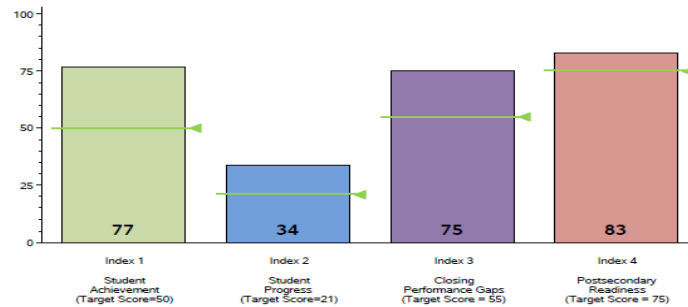
**Met Standards on**

- Student Achievement
- Student Progress
- Closing Performance Gaps
- Postsecondary Readiness

**Did Not Meet Standards on**

- NONE

**Performance Index Report**



**Performance Index Summary**

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

**System Safeguards**

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



# Academic Performance Chart

## STAAR Demographic Indicators-Student Achievement \*\* BETA \*\* for GRAND SALINE ISD

Year: 2012 Language(s): English, Spanish Test Version(s): TAKS, STAAR, STAAR-M, STAAR-L, STAAR-Alt Score Code(s): S, G  
Calculation Option: Level II Sat Phase-in 1 Retests: Review the DMAC Calculation Source: Snapshot

STAAR															
SubPopulation	Reading/ELA			Mathematics			Social Studies			Science			Writing		
	Tested	LII Sat	LII Sat%	Tested	LII Sat	LII Sat%	Tested	LII Sat	LII Sat%	Tested	LII Sat	LII Sat%	Tested	LII Sat	LII Sat%
All Students	529	383	72	540	329	61	149	105	70	222	168	76	234	157	67
Native American	1	1	100	1	1	100	0	0	0	0	0	0	1	1	100
Asian	1	1	100	1	1	100	0	0	0	1	1	100	0	0	0
African American	5	0	0	5	0	0	2	1	50	2	1	50	2	0	0
Hispanic	139	94	68	139	77	55	32	22	69	53	34	64	64	44	69
White	376	283	75	387	245	63	111	78	70	162	128	79	164	109	66
Two or More Races	7	4	57	7	5	71	4	4	100	4	4	100	3	3	100
ECD	312	204	65	314	173	55	66	45	68	110	73	66	135	82	61
Special Education	52	27	52	50	20	40	11	3	27	21	12	57	25	11	44

TAKS															
SubPopulation	Reading/ELA			Mathematics			Social Studies			Science			Writing		
	Tested	LII Sat	LII Sat%	Tested	LII Sat	LII Sat%	Tested	LII Sat	LII Sat%	Tested	LII Sat	LII Sat%	Tested	LII Sat	LII Sat%
All Students	57	52	91	58	52	90	58	54	93	58	53	91	0	0	0
Hispanic	10	7	70	10	5	50	10	8	80	10	7	70	0	0	0
White	45	44	98	46	45	98	46	44	96	46	44	96	0	0	0
Two or More Races	2	1	50	2	2	100	2	2	100	2	2	100	0	0	0
ECD	24	19	79	24	18	75	24	20	83	24	19	79	0	0	0
Special Education	9	7	78	10	10	100	10	9	90	10	9	90	0	0	0

All Students	Reading/ELA	Mathematics	Social Studies	Science	Writing	Total					
Met Phase-in 1 Level II	435	+	381	+	157	+	157	=	1353		
Students Tested	586	+	598	+	207	+	280	+	234	=	1905
Index	1353 divided by 1905									71	

**Important Note: This report only reflects the data that has been imported. At times, it will be based on preliminary and partial results. As TEA makes changes to Accountability, these results may change. The Index 1 target is 50. Shaded percentages are below 50%.**

	Class of 2010	Class of 2010	Class of 2011	Class of 2011	Class of 2012	Class of 2012
Completion Rate	91.4	97.6	n/a	97.6	-	-
SAT/ACT Tested	62.2	53.6	68.9	63.2	-	61.0
Annual Dropout Rate Gr.7-8	1.7	0.6	0.2	0.5	-	0.0
Annual Dropout Rate Gr. 9-12	2.4	0.9	2.4	1.1	2.4	2.9

	State %	District %	State %	District %	State %	District %
	Class of 2010	Class of 2010	Class of 2011	Class of 2011	Class of 2012	Class of 2012
College Readiness	82.7	83.1	80.1	85.7	80.5	71.6
RHSP/DAP Graduates	26.3	15.6	30.3	15.0	-	-

## **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.

**System Safeguards:** The basis of safeguards for the accountability rating system is to ensure that poor performance in one area or one student group is not masked in the performance index.

The intent of the safeguards system is to also meet additional federal accountability requirements that are not met in the performance index.

## 2013-2014 Needs Assessment and Improvement Plan for Grand Saline ISD and Grand Saline High School

Needs Assessment: Target Score 50%

- District Performance Rate in Reading for ELL's - 30%
- District Performance Rate in Mathematics for Special Ed is 42% and for ELL's - 41%
- District Performance Rate in Writing for Special Ed - 29%
- High School Performance Rate in Writing for Economically Disadvantaged Sub Group - 47%

Improvement Plan:

- Teachers will identify students needing interventions based on Progress Monitoring Assessments utilizing DMAC for computerized benchmarking in ELAR and Math
- Teachers will provide and document interventions for identified students
- Teachers will participate in Targeted Professional Development in effective Reading strategies for ELL's and all other subgroups
- Teachers will participate in Targeted Professional Development in effective Mathematic strategies for Special Ed, ELL's, and all other subgroups
- Teachers will participate in Targeted Professional Development in effective Writing strategies for Economically Disadvantaged and all other subgroups implementing Writer's Workshop training and Kemah Writing Academy training
- Teachers will participate in Targeted Professional Development in effective strategies for Co-Teaching and Inclusion for Special Ed subgroup
- High School class in Reading & Writing for students not meeting Level 2 on previous year assessment

Data Collection for Monitoring:

- Progress Monitoring Reports
- Intervention Schedules
- Professional Development Calendar
- High School roster for Reading & Writing class



**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 STAAR, STAAR M, STAAR ALT, TAKS, and TELPAS.

**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 data disaggregation. <ul style="list-style-type: none"> <li>• 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 &amp; PGP. Improve supports to struggling ELL and Special Ed student groups in Reading, Math, and Writing. (SIP-Student Safeguards, PBM)</li> </ul>	Curriculum Director Fed/Sp Programs Director Principals Teachers	Title II, Part A	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) (System Safeguards) (PBMAS)through tutorials and after-school programs in core content areas for grades K-12.	Curriculum Director Principals Teachers	Local SCE Title I	August 2013 January 2014 June 2013	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"> <li>▪ Istation</li> <li>▪ Think Through Math</li> <li>▪ MSTAR &amp; ESTAR</li> <li>▪ CEI Lab as regular education setting</li> <li>▪ Success Maker</li> <li>▪ Odyssey Ware</li> <li>▪ Imagine Learning</li> <li>▪ DRA &amp; Guided Reading</li> <li>▪ Reading Renaissance</li> <li>▪ Rosetta Stone</li> <li>▪ Waterford Early Learning</li> <li>▪ Science Learning Systems</li> <li>▪ Study Island</li> </ul>	Curriculum Director Federal &Special Prog. Director Principals Counselor Teachers	Title I, Part A Title II, Part A Local	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.	

					<b>Notes</b>
Utilize SCE funds to support Title I Schoolwide Programs at campuses with minimum of 40% economically disadvantaged students. <ul style="list-style-type: none"> <li>▪ Elementary School</li> <li>▪ Intermediate School</li> <li>▪ Middle School</li> </ul>	Elementary School Principal Intermediate School Principal Middle School Principal	SCE	August 2013 January 2014 May 2014	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.	Curriculum Director Fed/Sp Programs Director High School Principal CTE Teachers Secondary Counselor MS Counselor	CTE Local	August 2013 January 2014 May 2014	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 microscopes, digital cameras, scanners, projectors, whiteboards, document cameras, etc.	Curriculum Director Technology Staff Librarian	Title I, Part A Perkins, SSA Local	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 Consultant	Title I, Part A Title II, Part A Local	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 <sup>th</sup> 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 MS Counselor	Local Perkins, SSA H.S. Allotment	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 Consultant	GT Local	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 Behavior Specialist Principals Counselors	Title I, Part A Head Start Local	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"> <li>▪ PIE</li> <li>▪ SBDM Committees</li> <li>▪ Parent Conferences, Parent Meetings, Indian Pride Nights</li> </ul> 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 Perkins, SSA Local	August 2013 January 2014 May 2014	100% of parents will have opportunity to participate. 100% of students will have an increase in student performance.	

<p>Provide parents access to student grades via the internet.</p>	<p>Principals Technology Staff</p>	<p>Local</p>	<p>August 2013 January 2014 May 2014</p>	<p>100% of parents will have the opportunity to participate.</p>	
<p>Identify scientifically research based intervention strategies to reduce percentage of Special Education students in order to meet NCLB requirements. (PBMAS)</p>	<p>Fed/Sp Programs Director Principals Counselors Teachers</p>	<p>Title II, Part A Local</p>	<p>August 2013 January 2014 May 2014</p>	<p>No More than 2% of district enrollment will be identified as Special Education students taking STAAR M.</p>	
<p>Provide dyslexia training for research based strategies meeting 5 components of dyslexia handbook.</p> <ul style="list-style-type: none"> <li>▪ Scottish Rite Literacy</li> <li>▪ Rite Flight</li> </ul> <p>HS Reading I course for students qualifying for dyslexia services, LEP students, and struggling readers. (System Safeguards, PBMAS)</p>	<p>Fed/Sp Programs Director Dyslexia Specialists Principals</p>	<p>Title I, Part A Title II, Part A Local</p>		<p>100% of participating students will master a minimum of 70% of tested objectives.</p>	
<p>SIP (2.)(System Safeguards, PBMAS)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.</p> <ul style="list-style-type: none"> <li>▪ Lesson plans reflecting implementation of rigor and aligned curriculum through CSCOPE</li> <li>▪ 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.</li> <li>▪ Enhance performance reviews and feedback, ensuring consistency among all administrators using PDAS, Learning Walks, Walk-Thru’s, and Score Cards.</li> <li>▪ Regularly Scheduled Faculty Meetings With Required Attendance.</li> <li>▪ Meetings with Core Teachers regarding Progress Monitoring to discuss progress, planned interventions and tutorials.</li> <li>▪ 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.</li> <li>▪ 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.</li> </ul>	<p>Federal Programs Director Curriculum Director Principals Teachers</p>	<p>Title I, Part A Local</p>	<p>August 2013 January 2014 May 2014</p>	<p>100% of faculty will participate.</p>	

<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"> <li>• TX Coalition of Essential Schools</li> <li>• Reading Consultant</li> <li>• Math Consultant</li> <li>• Special ED.Program Consultant</li> <li>• DMAC</li> <li>• ESC 7 Specialist</li> </ul>	<p>Federal Programs Director Curriculum Director Principals Teachers</p>	<p>Title I, Part A Local</p>	<p>August 2013 Sept 2013 Oct 2013 Nov 2013 January 2014 Feb 2014 March 2014 April 2014</p>	<p>100% of faculty will participate.</p>	
<p>SIP (5.) (System Safeguards, PBMAS) 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 Behavior Specialist Principals</p>	<p>Title I Local</p>	<p>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"> <li>• TEA will provide training to ESC 7 and ESC 7 will provide training to the district</li> <li>• TEA will provide TETN training</li> </ul>	<p>Federal Programs Director Curriculum Director Technology Director Principals Teachers</p>		<p>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 STAAR, STAAR M, STAAR L, STAAR ALT, TAKS, and TELPAS.

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

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
Participate in Title III, Contracted Services with Region VII ESC for services to ensure high academic standards for LEP students. (System Safeguards, PBMAS)	Fed/Sp Programs Director	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"> <li>Imagine Learning</li> <li>Odyssey Ware</li> <li>Success Maker</li> <li>Rosetta Stone</li> </ul>	Federal/Sp Programs Principals ESL Teachers	Title I, Part A Local	August 2013 January 2014 May 2014	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)	Fed/Sp Programs Director Principals Testing Coordinator ESL Teachers	Title III Local	August 2013 Oct 2013 Jan 2014	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 Title III	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 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. (System Safeguards, PBMAS)	Fed/Sp Programs Director Principals	Title I, Part A Local	August 2013 January 2014 May 2014	100% Participation of all ESL Certified Staff	
SIP (4.) (System Safeguards, PBMAS) 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"> <li>Provide 4 year plans for all LEP students</li> </ul>	Federal/Sp Programs Principals Counselors	Title III, SSA Local	August 2013 January 2014 May 2014	All LEP students in Gr. 9-12 will have 4 year plan.	

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

**Objective 3:** By 2013-2014, all students will be taught by highly qualified teachers.

**Summative Assessment:** Accomplishment of objective as measured by STAAR, STAAR M, STAAR ALT, TAKS, TELPAS 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 and Consultants. <ul style="list-style-type: none"> <li>▪ Leadership Development Cooperative</li> <li>▪ Math/Science Cooperative</li> <li>▪ Superintendent Academy</li> <li>▪ Professional Development Cooperative</li> <li>▪ Head Start Cooperative</li> <li>▪ Special Education Services</li> <li>▪ Migrant SSA</li> <li>▪ Title III Contracted Services</li> </ul>	SBDM Committee Fed/Sp Programs and Curriculum Director Principals	Title I, Part A Title II, Part A Title II, Part D Title III 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 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 Title VI	Monthly	100% of teachers will be highly qualified.	
Provide capacity-building professional development opportunities beyond regional services through local training, seminars, and conferences. <ul style="list-style-type: none"> <li>▪ ACET</li> <li>▪ TASA</li> <li>▪ TASB</li> <li>▪ TACE</li> <li>▪ CTE</li> </ul>	SBDM Committee Curriculum Director Fed/Sp Programs Director Principals	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.	Curriculum Director Principals	Local	August 2013	100% of substitute teacher s will participate.	
Provide district/campus new staff orientation and mentoring.	Curriculum Director Federal/Spec Prog. Director Principals	Local	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 doors at all campus entries and cameras in campus hallways. <ul style="list-style-type: none"> <li>High School</li> <li>DAEP</li> <li>Middle</li> <li>Intermediate</li> <li>Elementary</li> </ul>	Superintendent Principals Technology Director DAEP Director	Local	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"> <li>Discipline Management to Include Physical and Verbal Aggression, Sexual Harassment, Sexual Abuse and Maltreatment of children and Bullying</li> <li>Classroom Management</li> <li>Conflict Resolution</li> <li>Student Code of Conduct</li> <li>Suicide Prevention</li> <li>Racial Sensitivity</li> </ul>	Federal Program Director Principals	Title I, Part A Title II, Part A Title II, Part D Local	August 2013 January 2014	100% of teachers will participate.	
Continue to require and provide CPR/First Aid training. <ul style="list-style-type: none"> <li>Central Office Administrators</li> <li>Principals</li> <li>Campus Secretaries</li> <li>Coaches, Band Directors, &amp; Cheerleading Sponsors</li> <li>Identified CTE Teachers</li> <li>Bus Drivers</li> </ul>	Federal Program Director Nurses Athletic Director Maintenance/Transportation Dir.	Local	August 2013 May 2014	100% of identified groups will participate.	
Ensure each campus has a trained Crisis Prevention Intervention team.	Federal Program Director Principals	Special Education Local	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 2013 January 2014 May 2014	15% decrease in discipline referrals each six weeks.	
Utilize random dog searches for illegal substances.	Superintendent Federal Program Director	Local	Monthly	50% reduction in incidents of found contraband.	
Campus 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"> <li>SHAC -District Wellness Plan</li> </ul>	Superintendent Federal/Spec Prog. Director Principals Counselors	Title 1, Part A	Monthly	15% decrease in citations in "Minor in Possession". 15% decrease in discipline referrals each six weeks.	

<ul style="list-style-type: none"><li>▪ Racheles Challenge – HS and MS Campus</li><li>▪ Project Wisdom – MS Campus</li><li>▪ Red Ribbon Week</li><li>▪ Dogs Against Drugs</li><li>▪ Aim for Success</li></ul>	School Nurses SHAC Committee				
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**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.	Federal/Sp Programs Dir Principals Counselors	Local	December 2013 May 2014	100% of eligible students stay enrolled in school and earn credits toward graduation.	
Provide student incentives for perfect attendance.	Principals	Local	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 Truancy Clerk	Local	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	SSIG Local	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. (System Safeguards, PBMAS) <ul style="list-style-type: none"> <li>▪ Dyslexia and Related Disorders</li> <li>▪ Limited English Proficient</li> <li>▪ Special Education</li> <li>▪ Gifted and Talented</li> <li>▪ At-Risk</li> <li>▪ Economically Disadvantaged</li> </ul>	Fed/Sp Programs Director Principals	Local Title I, Part A	August 2013 January 2014	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"> <li>▪ Higher Education Admissions and Financial Aid Resources and Opportunities</li> <li>▪ Health/Science Technology</li> <li>▪ College/Career Days</li> <li>▪ Work-based Learning</li> </ul>	Fed/Sp Programs Director Principals Counselors	Local CTE SSA High School Allotment	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"> <li>▪ Annual Training for Identification and Recruitment of Migrant Students</li> </ul>	Federal Programs Director	Title I, Part C	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 2013	100% of students will have the opportunity to participate.	
Provide students opportunity to regain high school credit through Odyssey Ware credit recovery program.	H.S. Principal H.S. Counselor	Local Chapter 41	October 2013 January 2014 June 2013	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.	Federal/Spec.Prog.Director Curriculum Director Secondary Principals Secondary Counselors Secondary Teachers	Local Chapter 41	January 2014 May 2014	100% of all students participating will pass assigned courses.	

**Strategy 1: Professional Development**

Region 7 Project and SSA districts will participate in effective professional development activities in order to accurately and effectively identify and recruit migrant students and out of school youths.

Evidence of Need	Activity	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Meet federal requirements for annual Identification and Recruitment (ID&R) training	Participate in online training	Migrant Contact	Within two weeks of training being posted	State ID&R online training, ID&R manual	Certificate
ID&R training for any new ESC or LEA Migrant staff and other non-migrant staff	Participate in online training	Migrant Contact	As requested	State ID&R online 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 Needs Assessment	Required activity to develop and assess district needs	LEA and ESC Migrant Contacts	May, 2014	District data, plan	Certificate and Needs Assessment

**Strategy 2: Identification and Recruitment Process**

Region 7 Project and SSA districts will actively, accurately and effectively identify and recruit migrant students and out of school youths.

Evidence of Need	Activity	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Based on federal requirements, actively recruit out of school youth (OYS)	Meeting community members, churches, Chambers of Commerce,	ESC OSY Recruiter, ESC Migrant Specialist	Ongoing	Flyers, Newspapers	Agendas, flyers, newspaper
	Employers surveyed	ESC OSY Recruiter, ESC Migrant Specialist	Ongoing	Employer survey	Completed surveys
	District parent meetings	ESC OSY Recruiter, ESC Migrant Specialist	Ongoing	Flyers, handouts	Agendas
	Community festivals	ESC OSY Recruiter, ESC Migrant Specialist	Ongoing	Booths, flyers	Flyers, handouts
Identification of children and youth are between the ages of birth through 21 cross School District lines alone or with parents  moved due to economic necessity to obtain temporary or seasonal agricultural employment	Family surveys	LEA and ESC	Upon enrollment or identification	Family survey	NGS district reports, completed surveys
	Screening family surveys	LEA 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	LEA and ESC	Upon enrollment and withdrawal	Family surveys and withdrawals	NGS district reports, completed surveys

Identification and Recruitment  
Action Plan 2013-2014

Evidence of Need	Activity	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Certificate of Eligibility (COE)	Complete interviews and documentation	Project districts and ESC	Upon identification	COEs	Completed COEs entered into NGS
	Project District or ESC Migrant Contact notifies PEIMS coordinator	Project districts and ESC	Upon identification	COEs	Letter
Residency Verification	Determine migrant student is enrolled	Districts and ESC	September 1, 2013- November 1, 2013	COEs, School records, parent signature	Updated COE, parent signature, NGS residency verification report
Maintain a strong system of Quality Control	Re-interview	Project districts and ESC	As required	Documentation forms, Re-interview documentation	Completed documentation forms, Re-interview documentation
	ESC training	ESC	As required	Manual, Documentation forms	Certificate
Mapping of Region 7	Current map	ESC	Ongoing	District documentation	Map
Annual Evaluation of ID&R Program	Analyze data	ESC and districts	May	NGS forms	Completed NGS forms

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

Evidence of Need	Activity	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Parent Advisory Committee (PAC)	Parent questionnaire	ESC and Districts	November, 2013	Questionnaire and listserv	Completed questionnaire
	Gather data	ESC and Districts	December, 2013	Documentation	Completed documentation
	Provide appropriate meeting based on data	ESC and Districts	Fall Semester and Spring Semester	Data, determined by needs, invitations, announcements	Agenda, sign in sheets, invitations
Business Relations and Coordination	Meet with Chambers of Commerce, churches, community members and businesses	ESC Migrant staff	Ongoing	Determined by needs, invitations, announcements	Documentation of meeting, time accounting
	Invite Community and Businesses to PAC	ESC and Districts	Fall Semester and Spring Semester	Determined by needs, invitations, announcements	Agenda, sign in sheets, invitations
Services	Provide school supplies and summer reading materials to Migrant Students	ESC Migrant Contact	Beginning and end of year	NGS enrollment report, supplies, books	Signature on Delivery form

**Region 7  
Migrant Education Program**

**Priority for Service (PFS)  
2013-2014 Action Plan**

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 a required Program Activity for the Migrant Education Program.

**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 and have their school interrupted during the previous or current regular school year.

**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 and have their school interrupted during the previous or current regular school year.

Evidence of Need	Activity	Timeline	Staff Responsible	Documentation
<u>Education interrupted</u> Late enrollment Early withdrawal A residency date between September 1,2013 and June 1,2014 Multiple enrollment occurring during the school year A Qualifying Arrival Date (QAD) during the previous or current regular school year	LEA notifies Migrant Contact	Ongoing	LEA and ESC Migrant Contact	Enrollment or withdrawal form
	Migrant Contact notifies Project or ESC Migrant Contact	Ongoing	Migrant Contacts	Letter of notification
State Assessment Data	Project Districts and ESC enter assessment data in to NGS	Within 10 working days after receipt of assessment results	Project District and ESC NGS specialist	NGS State Assessment Report
NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	Project Districts and ESC will run monthly reports	Monthly July-June	Project District and ESC NGS specialist	PFS Report

Region 7  
Migrant Education Program

Priority for Service (PFS)  
2013-2014 Action Plan

Priority placements to PFS students	Share monthly report with campus administration and/or counselor and utilize response form to address student academic needs and placement	Monthly July-June	District Migrant Contacts	Documentation form
Parental notification	Home visits	As needed	LEA	Documentation
	Report Cards, progress reports	End and Middle of grading period	LEA	Report card and progress reports



Region 7  
Migrant Education Program

Priority for Service (PFS)  
2013-2014 Action Plan

Evidence of Need	Activity	Timeline	Staff Responsible	Documentation
Federal, state and Local programs services for PFS students	Meet the instructional and social supplemental needs such as social workers and community social services/agencies	Ongoing	ESC and District Migrant personnel	NGS Supplemental Services Report
Evaluation of program	Evaluation	End of semester	District Migrant personnel or LEA administrator	Completed PFS Evaluation Report

The Priority for Service Action Plans included 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 other DIP sections that focus on other student population groups.