

Grand Saline Intermediate School

Campus 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 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.

Campus Site-Based Decision-Making Committee Members

- **Brenda English**, Principal Non-Teaching Professional
- **Lisa Page**, Counselor Non-Teaching Professional
- **Tami Maberry**, Teaching Professional
- **Tammy Deuson**, Teaching Professional
- **Cindy Humphrey**, Teaching Professional
- **Leigh Anne Lambert**, Teaching Professional
- **Nancy Reynoso**, Para-professional
- **Leesa Boyles**, Parent Representative
- **Amy Barrett**, 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, TAKS, AYP, PBMAS,
- 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 Academic Performance Chart

- Reading performance is below state performance standards in 2 of the 3 grades.
- Math performance was below state standards for all students.
- The Intermediate campus missed AYP for Reading and Math Performance.
- English Language Learners Progress Indicator falls below state standards by 14% (district data). Emphasis on increasing performance for all LEP students is needed.

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 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.

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											
	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											

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.

Accountability	2011 State	2011 Federal
Grand Saline ISD	Academically Acceptable	Missed AYP Reading (Performance) and Math (Performance)
Grand Saline Intermediate School	Academically Acceptable	Missed AYP Reading (Performance) and Math (Performance)

Goal: Reading Grade 10 will have high expectations for student achievement and college behavior thus enabling students to graduate and
 participate in college while also supporting workforce
Objective 1: All 2012 graduates will reach high standards of achievement and proficiency of student performance in Reading/ELA, Math,
 Science, and Social Studies for grades 2-11. Utilize disaggregated data to
Quantitative Assessment: 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.
Title I Strategies: ImagineLearning, CEI Lab, DRA & Guided Reading, Reading Renaissance, Science Learning Systems, Mentoring Minds Materials

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.	Curriculum Director Fed/Sp Programs Director Principal Teachers Counselor	Title II, Part D	October 2011 December 2011 February 2012 April 2012 May 2012	90% 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. <ul style="list-style-type: none"> • Tutorials built into daily schedule • Zero-period CEI classes offered 	Curriculum Director Principal Teachers	Local SCE	October 3, 2011 Nov. 11, 2011 January 17, 2012 March 5, 2012 April 24, 2012 June 1, 2012	90% 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 ▪ ImagineLearning ▪ Implement DRA & Guided Reading ▪ Reading Renaissance ▪ Science Learning Systems ▪ Mentoring Minds Materials 	Curriculum Director Principal Counselor Teachers	Title I, Part A Title II, Part A Local	October 3, 2011 Nov. 11, 2011 January 17, 2012 March 5, 2012 April 24, 2012 June 1, 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.	

					Notes
Utilize SCE funds to support Title I Schoolwide Programs at campuses with minimum of 40% economically disadvantaged students.	Principal	SCE	October 3, 2011 Nov. 11, 2011 January 17, 2012 March 5, 2012 April 24, 2012 June 1, 2012	90% of students will master a minimum of 70% of tested objectives.	
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. <ul style="list-style-type: none"> • Additional computers for the classrooms • Computer Cart w/classmates for checkout 	Curriculum Director Technology Staff Principal	Title V, Part A Title I, Part A Local	December 2011 May 2012	100% of students will have access to and use of technology.	
Require 30-hour initial GT training and 6 hour yearly update of all teachers in core content areas.	Fed/Sp Programs Director Principal	GT ESC 7 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.	
Continue enrichment opportunities for GT students through pull out programs, classroom enhancement, after school projects, etc.	Fed/Sp Programs Principal Counselor Teachers	GT ESC 7 Local	December 2011 May 2012	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. <ul style="list-style-type: none"> • 2nd Grade Parent Night - spring • 2nd Grade Tour of Campus - spring • Meet Your Teacher - August • Report Card Nights - October • Testing Info Nights 	Curriculum Director Fed/Sp Programs Director. Principal Counselor	Title I, Part A Head Start CATE Local	April 2012	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 ▪ Campus Webpage & Newsletters ▪ Classroom Webpages & Weekly Newsletters 	Curriculum Director Fed/Sp Programs Director Principal Counselor	Title I, Part A CATE Local	Monthly	100% of parents will have opportunity to participate.	

Provide parents access to student grades via the internet.	Principal Technology Staff	Local	October 3, 2011 Nov. 11, 2011 January 17, 2012 March 5, 2012 April 24, 2012 June 1, 2012	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 Principal Counselor Teachers	Title II, Part D Local	October 3, 2011 Nov. 11, 2011 January 17, 2012 March 5, 2012 April 24, 2012 June 1, 2012	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 	Fed / Sp Programs Director Principal	Title I, Part A Local	August 2011 January 2012	90% 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 Walk-Through Visits ▪ Regularly Scheduled Faculty Meetings With Required Attendance ▪ Regularly scheduled progress monitoring for core content areas (every 6 weeks) 	Curriculum Director Principal Teachers	Title I, Part A Local	October 3, 2011 Nov. 11, 2011 January 17, 2012 March 5, 2012 April 24, 2012 June 1, 2012	100% of faculty will participate	
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. <ul style="list-style-type: none"> • TX Coalition of Essential Schools • DMACC • ESC 7 • PD360 	Federal Programs Director Curriculum Director Principal Teachers	Title I, Part A	October 3, 2011 Nov. 11, 2011 January 17, 2012 March 5, 2012 April 24, 2012 June 1, 2012	100% of faculty will participate	

<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>Federal Programs Director Curriculum Director Principal Teachers</p>	<p>Title I, Part A Local</p>	<p>October 3, 2011 Nov. 11, 2011 January 17, 2012 March 5, 2012 April 24, 2012 June 1, 2012</p>	<p>90% 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 TEWA and the district's responsibilities.</p> <ul style="list-style-type: none"> • TEA will provide training to ESC7 and ESC7 will provide training to the district • TEA will provide TETN training 	<p>Superintendent Federal Programs Director Curriculum Director Principal</p>	<p>Local</p>	<p>October 3, 2011 Nov. 11, 2011 January 17, 2012 March 5, 2012 April 24, 2012 June 1, 2012</p>	<p>All faculty will attend staff development.</p>	

Goal 1: Grade 4-12 will have high expectations for student achievement and student behavior, thus enabling students to graduate with functional academic skills and skills that will...

Objective 2: All Title I, Part A schools will ensure that all students graduate with a high level of academic achievement and functional skills, including proficiency in reading, writing, speaking, and listening, to ensure that local children are able to meet the demands of a global economy.

Summative Assessment: Assessment of student achievement in reading, writing, speaking, and listening.

Title I, Part A Components: 2, 3, 4, 5, 6, 7, 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 CEI 	Federal/Sp Programs Curriculum Director Principal Teachers	Title I, Part A Local	August 2011 January 2012	100% of LEP students will participate as needed.	
Implement plan to train all academic content area teachers in procedures.	Fed/Sp Programs Director Principal Testing Coordinator	Title III, SSA Local	January 2012	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 Principal	Local	August 2011 January 2012 May 2012	100% of teachers will have opportunity to 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 Principal	Title I, Part A Local	August 2011 January 2012 June 2012	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 ELPS training for all instructional staff Provide 4 year plans for all LEP students 	Federal/Sp Programs Curriculum Director Principal Counselor	Title III, SSA Local	January 2012 June 2012 August 2012	100% Participation of Certified Staff in ELPS training. All LEP students in Gr. 9-12 will have 4 year plan.	

Goal: District will have high expectations for student achievement and student behavior, thus enabling students to graduate with appropriate skills to succeed in the workforce.

Objective 1: By 2012, the district will be fully staffed with highly qualified teachers.

Summative Assessment: The district will measure the objective as measured by the following indicators:

Title I, Part A
Title II, Part A
Title II, Part D
Title III, SSA
Local

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 Professional Development Cooperative Title I Contracted Services Special Education Services Migrant SSA Title III SSA 	SBDM Committee Fed/Sp Programs and Curriculum Director Principal	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 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 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"> CAMT TEPSA PD360 	SBDM Committee Curriculum Director Fed/Sp Programs Director Principal	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 Principal	Local	August 2011	100% of substitute teachers will participate.	
Provide district/campus new staff orientation and mentoring.	Curriculum Director Principal	Local	August 2011 January 2012	100% of new teachers will participate.	

Goal: All students will have high expectations for student academic and student behavior. This includes students demonstrating high academic standards, skills and knowledge.

Objective: All students will be educated in a safe and secure environment that is free from drug, alcohol, and tobacco use.

Strategic Assessment: All students will demonstrate high academic achievement and high student behavior.

Title I Strategic Components: See II

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
Provide opportunities for students to participate in campus activities and demonstrate campus pride / character. <ul style="list-style-type: none"> Daily Announcements Indian choir Flag Duty Safety Squad 	Principal Teachers	Local	October 3, 2011 Nov. 11, 2011 January 17, 2012 March 5, 2012 April 24, 2012 June 1, 2012	100% of students will have the opportunity to participate	
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 	Principal	Title I, Part A Title II, Part A Title II, Part D 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"> Principals Campus Secretaries 	Curriculum Director Nurses	Local	August 2011 May 2012	100% of identified groups will participate.	
Ensure each campus has a trained Crisis Prevention Intervention team. <ul style="list-style-type: none"> Brenda English Brandi Denmon Kristy White DeeDee LaPrade Nancy Reynoso Loretta Wheeler Lisa Page 	Curriculum Director Principal	Special Education Local	August 2011 January 2012	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. <ul style="list-style-type: none"> Campus-wide Discipline Procedures Indian Pride Motto GRAND – student recognition program 	Principal Teachers	Local	October 3, 2011 Nov. 11, 2011 January 17, 2012 March 5, 2012 April 24, 2012 June 1, 2012	15% decrease in discipline referrals each six weeks.	
Implement a character education program to teach and reward good behavior and character.	Principal Counselor	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 	Principal Counselor School Nurse	Title 1, Part A	Monthly	15% decrease in citations in "Minor in Possession". 15% decrease in discipline referrals each six weeks.	

Goal: All students will have high expectations for student achievement and student behavior. This enabling goal is to graduate all students with the skills and knowledge to be successful in the workforce and college.

Objective 5: All students will graduate with high expectations for student achievement and student behavior.

Strategic Assessment: All students will graduate with high expectations for student achievement and student behavior.

Title I Strategy/Title II Strategy/Title III Strategy: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
Provide student incentives for perfect attendance, behavior & academics <ul style="list-style-type: none"> • GRAND display cases • Prize Drawings • GRAND trips • End of Year Awards • Vendor/Business Coupons 	Principal	Local	October 3, 2011 Nov. 11, 2011 January 17, 2012 March 5, 2012 April 24, 2012 June 1, 2012	96% or greater of students will be in attendance each six weeks.	
Contact parents regarding student absences.	Principal Teachers	Local	October 3, 2011 Nov. 11, 2011 January 17, 2012 March 5, 2012 April 24, 2012 June 1, 2012	96% attendance rate or higher each six weeks.	
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 Principal	Local	August 2011 January 2012	100% of teachers will participate. 100% of eligible students will be identified and have opportunity to participate.	
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 2011	100% of migrant students will be identified and served.	

