

# Grand Saline Intermediate School

## Campus 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 Campus Site-Based Decision-Making Committee collaboratively developed the Campus 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 Campus 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
- **Winona Almuete**, Student Support Services
- **Misty Cheatham**, Teaching Professional
- **Kesley Thompson**, Teaching Professional
- **Tami Maberry**, Teaching Professional
- **Jamie Woodrum**, Teaching Professional
- **Mandy McAree**, Teaching Professional
- **Patsy Veliz**, Teaching Professional
- **Loretta Wheeler**, Para-professional
- **Amy Barrett**, Parent Representative
- **, Business Representative**
- **Debby Morse**, District Coordinator of School Improvement

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 Campus 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**

#### **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**

### **Campus 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.

**TEXAS EDUCATION AGENCY**  
**2013 Accountability Summary**  
 GRAND SALINE INT (234904102) - GRAND SALINE ISD

**Accountability Rating**  
**Met Standard**

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

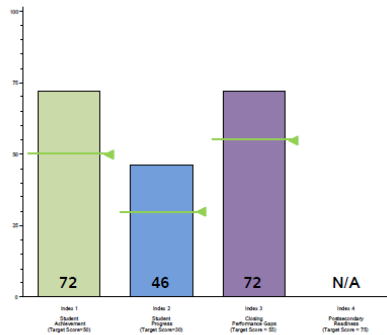
**Distinction Designation**

Academic Achievement in Reading/ELA
Percent of Eligible Measures in Top Quartile 0 out of 4 = 0%
<b>NO DISTINCTION EARNED</b>

Academic Achievement in Mathematics
Percent of Eligible Measures in Top Quartile 0 out of 3 = 0%
<b>NO DISTINCTION EARNED</b>

Top 25 Percent Student Progress
<b>NO DISTINCTION EARNED</b>

**Performance Index Report**



**Campus Demographics**

Campus Type	Elementary
Campus Size	230 Students
Grade Span	03 - 05
Percent Economically Disadvantaged	72.6%
Percent English Language Learners	12.6%
Mobility Rate	17.3%

**Performance Index Summary**

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	385	537	72
2 - Student Progress	365	800	46
3 - Closing Performance Gaps	432	600	72
4 - Postsecondary Readiness	N/A	N/A	N/A

**System Safeguards**

Number and Percent of Indicators Met	
Performance Rates	14 out of 14 = 100%
Participation Rates	10 out of 10 = 100%
Graduation Rates	N/A
<b>Total</b>	<b>24 out of 24 = 100%</b>

For further information about this report, please see the Performance Reporting Division web site at <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

# ACADEMIC PERFORMANCE CHART



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

Year: 2013 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	203	163	80	203	134	66	0	0	0	75	52	69	60	36	60
Native American	3	0	0	3	0	0	0	0	0	2	0	0	1	0	0
Asian	1	1	100	1	1	100	0	0	0	0	0	0	0	0	0
African American	5	3	60	5	3	60	0	0	0	2	1	50	1	0	0
Hispanic	47	35	74	47	32	68	0	0	0	19	12	63	20	12	60
White	145	122	84	145	97	67	0	0	0	51	38	75	38	24	63
Two or More Races	2	2	100	2	1	50	0	0	0	1	1	100	0	0	0
ECD	143	108	76	143	86	60	0	0	0	53	34	64	42	24	57
Special Education	20	16	80	20	11	55	0	0	0	7	4	57	8	2	25

All Students	Reading/ELA		Mathematics		Social Studies		Science		Writing		Total
Met Phase-in 1 Level II	163	+	134	+	0	+	52	+	36	=	385
Students Tested	203	+	203	+	0	+	75	+	60	=	541
Index	385 divided by 541										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%.**

**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.	Curriculum Director Fed/Sp Programs Director Principal Teachers SSS	Title II, Part D	October 2013 December 2013 February 2014 April 2014 May 2014	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"> <li>• Daily Interventions built into the school day</li> <li>• Afterschool Assignment Assistance</li> </ul>	Curriculum Director Principal Teachers	Local SCE Title I, SIP	October 2013 December 2013 February 2014 April 2014 May 2014	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"> <li>▪ CEI Lab</li> <li>▪ ImagineLearning</li> <li>▪ Thinking Maps</li> <li>▪ IStation</li> <li>▪ Reading Renaissance</li> <li>▪ Science Learning Systems</li> <li>▪ Think Thru Math</li> <li>▪ Marzano's Differentiated Instruction</li> <li>▪ Daily 5 – ELAR</li> </ul>	Curriculum Director Principal SSS Teachers	Title I, Part A Title II, Part A Local	October 2013 December 2013 February 2014 April 2014 May 2014	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 2013 December 2013 February 2014 April 2014 May 2014	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 digital cameras, scanners, projectors, whiteboards, document cameras, etc. <ul style="list-style-type: none"> <li>• Computer Cart w/laptops for checkout</li> <li>• iPad for teachers and small group use</li> </ul>	Curriculum Director Technology Staff Principal	Title V, Part A Title I, Part A Local	December 2013 May 2014	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 2013 January 2014 May 2014	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, and UIL.	<ul style="list-style-type: none"> <li>• Fed/Sp Programs</li> <li>• Principal</li> <li>• SSS</li> <li>• Teachers</li> </ul>	GT ESC 7 Local	November 2013 December 2013 February 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. <ul style="list-style-type: none"> <li>• 2<sup>nd</sup> Grade Parent Night – May</li> <li>• 2<sup>nd</sup> Grade Tour of Campus – May</li> <li>• Meet Your Teacher – August</li> <li>• Report Card Nights – October</li> <li>• Testing Info Nights - January</li> </ul>	Curriculum Director Fed/Sp Programs Director. Principal SSS Teachers	Title I, Part A Head Start CATE Local	See Dates in Strategies Column	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</li> <li>▪ Parent Meetings</li> <li>▪ Indian Pride Nights</li> <li>▪ Campus Webpage &amp; Newsletters</li> <li>▪ Classroom Webpages &amp; Weekly Newsletters</li> <li>▪ Family Friendly Events (Facts-n-Fun, A Night Among the STAARS, Open House, Holidays in the Halls)</li> </ul>	Curriculum Director Fed/Sp Programs Director Principal SSS	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 2013 December 2013 February 2014 April 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 Principal SSS Teachers	Title II, Part D Local	October 2013 December 2013 February 2014 April 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"> <li>▪ Scottish Rite Literacy</li> <li>▪ Rite Flight</li> </ul>	Fed / Sp Programs Director Principal	Title I, Part A Local	August 2013 January 2014	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"> <li>▪ Lesson plans reflecting implementation of rigor and aligned curriculum through CSCOPE</li> <li>▪ Administrator Walk-Through Visits</li> <li>▪ Regularly Scheduled Faculty Meetings With Required Attendance</li> <li>▪ Regularly scheduled progress monitoring for core content areas (every 6 weeks)</li> </ul>	Curriculum Director Principal Teachers	Title I, Part A Local	September 2013 October 2013 December 2013 January 2014 March 2014 April 2014 May 2014	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"> <li>• TX Coalition of Essential Schools</li> <li>• DMACC</li> <li>• ESC 7</li> <li>• PD360</li> <li>• Independent Consultants (Grant &amp; Ramirez)</li> </ul>	Federal Programs Director Curriculum Director Principal Teachers	Title I, Part A Title I, SIP	August 2013 October 2013 November 2013 December 2013 January 2014 May 2014	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 2013 December 2013 February 2014 April 2014 May 2014</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"> <li>• TEA will provide training to ESC7 and ESC7 will provide training to the district</li> <li>• TEA will provide TETN training</li> </ul>	<p>Superintendent Federal Programs Director Curriculum Director Principal</p>	<p>Local</p>	<p>October 2012 Nov. 2012 January 2013 March 2013 April 2013 June 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"> <li>ImagineLearning</li> </ul>	Federal/Sp Programs Curriculum Director Principal Teachers	Title I, Part A Local	August 2013 January 2014	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	August 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 2013 January 2014 May 2014	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 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"> <li>Provide ELPS training for all instructional staff</li> </ul>	Federal/Sp Programs Curriculum Director Principal SSS	Title III, SSA Local	August 2013 January 2014 June 2014	100% Participation of Certified Staff 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 2011-2012, 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 and outside consultants. <ul style="list-style-type: none"> <li>▪ Leadership Development Cooperative</li> <li>▪ Math/Science Cooperative</li> <li>▪ Professional Development Cooperative</li> <li>▪ Title I Contracted Services</li> <li>▪ Special Education Services</li> <li>▪ Migrant SSA</li> <li>▪ Title III SSA</li> <li>▪ Gifted &amp; talented</li> <li>▪ ELA w/Patsy Ramirez</li> <li>▪ MATH w/Stacy Grant</li> </ul>	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 2013 May 2014 June 2014 July 2014 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"> <li>▪ CAMT</li> <li>▪ TEPSA</li> <li>▪ PD360</li> </ul>	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	September 2013	100% of substitute teacher s will participate.	
Provide district/campus new staff orientation and mentoring.	Curriculum Director Principal	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 opportunities for students to participate in campus activities and demonstrate campus pride / character: <ul style="list-style-type: none"> <li>Daily Announcements</li> <li>Indian choir</li> <li>Flag Duty</li> </ul>	Principal Teachers	Local	Daily / Monthly	100% of students will have the opportunity to participate	
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, 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>	Principal	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>Principals</li> <li>Campus Secretaries</li> </ul>	Curriculum Director Nurses	Local	September 2013 May 2014	100% of identified groups will participate.	
Ensure each campus has a trained Crisis Prevention Intervention team. <ul style="list-style-type: none"> <li>Brenda English</li> <li>Brandi Denmon</li> <li>Cne' Guy</li> <li>DeeDee LaPrade</li> <li>Janice Hays</li> <li>Loretta Wheeler</li> <li>Joyce Hollenshead</li> <li>Winona Almuete</li> <li>Rebecca Houser</li> </ul>	Curriculum Director Principal	Special Education Local	August 2013 January 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. <ul style="list-style-type: none"> <li>Campus-wide Discipline Procedures</li> <li>Indian Pride Motto</li> <li>Campus Yell (by six weeks)</li> <li>GRAND – student recognition program</li> </ul>	Principal Teachers	Local	Daily / Six Weeks	15% decrease in discipline referrals each six weeks.	
Implement a character education program to teach and reward good behavior and character.	Principal SSS	Local	Bi-monthly	15% decrease in discipline referrals each six weeks.	

**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
Provide student incentives for perfect attendance, behavior & academics <ul style="list-style-type: none"> <li>• GRAND display cases</li> <li>• Prize Drawings</li> <li>• GRAND trips</li> <li>• End of Year Awards</li> <li>• Vendor/Business Coupons</li> </ul>	Principal	Local	August 2013 January 2014 May 2014	96% or greater of students will be in attendance each six weeks.	
Contact parents regarding student absences.	Principal Teachers	Local	August 2013 January 2014 May 2014	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"> <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 Curriculum Director Principal	Local	August 2013 January 2014	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"> <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.	



Schedule of Events:	October	Report Card Conferences (8 <sup>th</sup> & 10 <sup>th</sup> ) Campus Fund Raiser & t-shirt sales
	November	Coin Collection for Angels (11 <sup>th</sup> – 22 <sup>nd</sup> )
	December	Food Drive for Lions Club (dates tdb)
	January	A Night Among the STAARS (date tbd)
	February	
	March	Open House (date tbd)
	April	STAAR Campus (focused review / rotation)
	May	Facts-n-Fun (3 <sup>rd</sup> = , 4 <sup>th</sup> = , 5 <sup>th</sup> = )
	June	EOY Fun Day (3 <sup>rd</sup> ) Awards Assembly (5 <sup>th</sup> )