

# Grand Saline Independent School District

## District Plan of Action 2020-2021



### 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 ever-changing society.

The District Site-Based Decision-Making Committee collaboratively developed the District Plan of Action. In 2015, the President signed the Every Student Succeeds Act, a reauthorization of the ESEA of 1965. ESSA replaces its predecessor, the No Child Left Behind Act (2001). The 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 III; Title V; Special Education; Head Start; Gifted & Talented; Perkins; State Compensatory Education; Instructional Materials Allotment (IMA); and Local.

Board Approved on: \_\_\_\_\_

## District Site-Based Decision-Making Committee Members

- **Debby Morse**, Assistant Superintendent, Non-Teaching Professional
- **Kim Brewington**, Special Education Director, Non-Teaching Professional
- **Ricky LaPrade**, High School Principal, Non-Teaching Professional
- **Russ Collins**, High School Teacher
- **Kristi Maciel**, High School/Middle School Teacher
- **Kelley Clements**, High School Teacher
- **Ryan Simmons**, Middle School Principal, Non-Teaching Professional
- **David Smith**, Middle School Teacher
- **RaeAnn Pruitt**, Middle School Teacher
- **Jilliyn Geremonte**, Middle School Teacher
- **Casey Cook**, Middle School Teacher
- **Debra Bennett**, Middle School Para Professional
- **Tina Core**, Intermediate School Principal, Non-Teaching Professional
- **Joe Perritt**, Intermediate, Non-Teaching Professional
- **Katie Gilbreath**, Intermediate School Teacher
- **Tina Grogg**, Intermediate School Para Professional
- **Wilma Davis**, Intermediate Teacher
- **Crystal Barton**, Intermediate Teacher
- **Lori Hooton**, Elementary Principal, Non-Teaching Professional
- **Shayna Anderson**, Elementary School Teacher
- **Elizabeth Rogers**, Elementary School Teacher
- **Michelle McFarlin**, Elementary School Teacher
- **Evelyn Caraway**, Elementary School Teacher
- **Kiara Davis**, Elementary School Para Professional
- **Brittany McSchooler**, Community/Parent Representative
- **Cara Jordan**, Business/Parent Representative

# Comprehensive Needs Assessment

Grand Saline ISD conducts an ongoing 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, and Technology. Data reviewed included the Texas Academic Performance (TAPR) from the previous year, STAAR and EOC performance data, PEIMS data for students and special programs, special program evaluations, inventories, surveys, DRA, Istation ESTAR/MSTAR, TELPAS, staff development records, State and Federal Accountability, TAPR reports, and RDA results.

Contracted Services to support continuous improvement in program and budget implementation by training, educating and developing employees. The training will consist of a comprehensive review of data, planning/implementation, funding and budgetary alignment to assist in connection of funds and expenditures. It will also provide training/professional development and support for capacity building in compliance of federal/state requirements.

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 TAPR data
- Longitudinal academic performance data for non-TAPR student groups
- TELPAS, Istation, DRA, STAAR, STAAR, Additional Targets, RDA, and SAT/ACT
- 2019 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

## Components of a Title I Schoolwide Program

- |                                   |   |                                   |
|-----------------------------------|---|-----------------------------------|
| 1. Comprehensive Needs Assessment | 2. Reform Strategies                              | 3. State Certified Teachers       |
| 4. Professional Development       | 5. Strategies to Attract State Certified Teachers | 6. Parental Involvement           |
| 7. Preschool Transition           | 8. Teachers Involved in Assessment Decisions      | 9. Timely Assistance for Students |
| 10. Coordination of Programs      |   |                                   |

For 2020 state academic accountability, all districts and campuses will receive a label of *Not Rated: Declared State of Disaster*.

**Student Enrollment Details** 1,125 Students Enrolled **Address** 400 STADIUM DR, GRAND SALINE, TX 75140

**HOW ARE SCORES CALCULATED?**

**STUDENT ACHIEVEMENT**

| Component                               | Score | % of grade |
|---|-------|------------|
| STAAR Performance                       | 74    | 40%        |
| College, Career, and Military Readiness | 94    | 40%        |
| Graduation Rate                         | 95    | 20%        |
| Total                                   | 86    | 100%       |

**SCHOOL PROGRESS**

*The higher score of Academic Growth or Relative Performance is used.*

| Component            | Score | % of grade |
|----------------------|-------|------------|
| Academic Growth      | 70    |            |
| Relative Performance | 91    | 100%       |
| Total                | 91    | 100%       |

**CLOSING THE GAPS**

| Component                       | Score | % of grade |
|---------------------------------|-------|------------|
| Grade Level Performance         | 31    | 50.0%      |
| Academic Growth/Graduation Rate | 100   | 10.0%      |
| English Language Proficiency    | 0     | 10.0%      |
| Student Achievement             | 100   | 30.0%      |
| Total                           | 78    | 100%       |

**FINANCE SUMMARY 2017-18**

**HOW MUCH DID THIS DISTRICT RECEIVE COMPARED TO OTHERS?**



**FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS (FIRST) FOR 2018-19**



98 out of 100

**Academic Performance Chart  
STAAR DATA 2019**

| <b>Reading/ELA</b>   | <b>Grade 3</b> | <b>Grade 4</b> | <b>Grade 5</b> | <b>Grade 6</b> | <b>Grade 7</b> | <b>Grade 8</b> | <b>ENGLISH 1</b> | <b>ENGLISH 2</b> |
|----------------------|----------------|----------------|----------------|----------------|----------------|----------------|------------------|------------------|
| <b>State Average</b> | <b>76%</b>     | <b>74%</b>     | <b>86%</b>     | <b>66%</b>     | <b>74%</b>     | <b>84%</b>     | <b>63%</b>       | <b>67%</b>       |
| GS-All Students      | 74%            | 79%            | 79%            | 61%            | 56%            | 79%            | 58%              | 67%              |
| African American     | *              | *              | *              | *              | *              | *              | *                | *                |
| Hispanic             | 67%            | 88%            | 67%            | 61%            | 67%            | 90%            | 55%              | 42%              |
| White                | 77%            | 77%            | 83%            | 61%            | 49%            | 76%            | 60%              | 78%              |
| Economically Dis.    | 70%            | 79%            | 77%            | 53%            | 51%            | 76%            | 49%              | 53%              |

| <b>Writing</b>       | <b>Grade 4</b> | <b>Grade 7</b> |
|----------------------|----------------|----------------|
| <b>State Average</b> | <b>65%</b>     | <b>69%</b>     |
| GS- All Students     | 62%            | 57%            |
| African American     | *              | *              |
| Hispanic             | 56%            | 67%            |
| White                | 64%            | 51%            |
| Economically Dis.    | 56%            | 54%            |

| <b>Math</b>          | <b>Grade 3</b> | <b>Grade 4</b> | <b>Grade 5</b> | <b>Grade 6</b> | <b>Grade 7</b> | <b>Grade 8</b> | <b>ALGEBRA 1</b> |
|----------------------|----------------|----------------|----------------|----------------|----------------|----------------|------------------|
| <b>State Average</b> | <b>78%</b>     | <b>74%</b>     | <b>89%</b>     | <b>79%</b>     | <b>73%</b>     | <b>87%</b>     | <b>84%</b>       |
| GS- All Students     | 68%            | 78%            | 88%            | 72%            | 69%            | 85%            | 77%              |
| African American     | *              | *              | *              | *              | *              | *              | *                |
| Hispanic             | 67%            | 94%            | 81%            | 65%            | 75%            | 93%            | 93%              |
| White                | 69%            | 73%            | 90%            | 75%            | 66%            | 82%            | 68%              |
| Economically Dis.    | 62%            | 77%            | 85%            | 65%            | 59%            | 83%            | 81%              |

| <b>Social Studies</b> | <b>Grade 8</b> | <b>US History</b> |
|-----------------------|----------------|-------------------|
| <b>State Average</b>  | <b>67%</b>     | <b>93%</b>        |
| GS- All Students      | 64%            | 95%               |
| African American      | *              | *                 |
| Hispanic              | 75%            | 95%               |
| White                 | 61%            | 97%               |
| Economically Dis.     | 62%            | 95%               |

| <b>Science</b>       | <b>Grade 5</b> | <b>Grade 8</b> | <b>Biology</b> |
|----------------------|----------------|----------------|----------------|
| <b>State Average</b> | <b>74%</b>     | <b>79%</b>     | <b>88%</b>     |
| GS-All Students      | 54%            | 71%            | 94%            |
| African American     | *              | *              | *              |
| Hispanic             | 38%            | 85%            | 96%            |
| White                | 60%            | 65%            | 93%            |
| Economically Dis.    | 45%            | 71%            | 90%            |

Includes re-testers if available

**2019-2020 & 2020-2021 Comprehensive Needs Assessment and Improvement Plan**  
**Grand Saline ISD, Grand Saline High School, Grand Saline Middle School, Grand Saline Intermediate, and Grand Saline Elementary**

**District - Data Analysis Summary**

**Findings: Refer to 2019 State Accountability and Additional Targets**

- The district received a **Rating of B, scaled score of 87** in State Accountability.
- The MS Campus received a D. The Intermediate and Elementary Campuses received a C.
- Additional Targets: Intermediate and Middle School

**Targets not Met**

**High School**

Academic Achievement in ELA/Reading – Not Met in Hispanic, White, Continuously Enrolled  
Academic Achievement in Math - Not Met in All Std., White, Econ. Dis., Continuously Enrolled  
Growth Status in ELA/Reading – Not Met in All Std., White, Continuously Enrolled  
Growth Status in Math – Not Met in All Std., White, Econ Dis., Continuously Enrolled  
Student Success Status - Not Met in White, EL Current/Monitored, Continuously Enrolled

**Middle School**

Academic Achievement in ELA/Reading – Not Met in All Std., White, Continuously Enrolled, Non-Continuously Enrolled  
Academic Achievement in Math - Not Met in All Std., Hispanic, White, Econ Dis., EL Current/Monitored, SPED Current, Continuously Enrolled, Non-Continuously Enrolled  
Growth Status in ELA/Reading – Not Met in All Std., White, EL Current/Monitored, SPED Current, Continuously Enrolled, Non-Continuously Enrolled  
Growth Status in Math – Not Met in All Std., Hispanic, White, Econ Dis., EL Current/Monitored, SPED Current, Continuously Enrolled, Non-Continuously Enrolled  
Student Success Status - Not Met in All Std., White, Econ Dis., SPED Current, SPED Former, EL Current/Monitored, Continuously Enrolled

**Intermediate School**

Academic Achievement in ELA/Reading – Not Met in All Std., Hispanic, White, EL Current/Monitored, Continuously Enrolled, Non-Continuously Enrolled  
Academic Achievement in Math - Not Met in White, Non- Continuously Enrolled  
Growth Status in ELA/Reading – White  
Growth Status in Math  
English Language Proficiency Status in EL – TELPAS Progress Rate  
Student Success Status - Not Met in All Std., Hispanic, White, EL Current/Monitored, Continuously Enrolled, Non-Continuously Enrolled

# **Grand Saline ISD**

## **Intermediate and Middle School Targeted Improvement Plan**

### **2019-2020 & 2020-2021**

#### **Prioritized Focus Area #1**

Essential Action - 5.1 Objective-driven daily lesson plans with formative assessments.

#### Rationale

Teachers will collaboratively plan at least parts of lessons and the Instructional Leadership Team (ILT) will provide support and structure which is critical to student success. The lesson plan helps teachers to achieve their goals and objectives and ensure alignment across grades.

#### Desired Annual Outcome

Student outcomes will show significant annual growth as a result of campus leadership providing support and effective feedback for teachers through the monitoring of lesson plans and through data walk observations to ensure rigorous delivery of readiness and supporting standards.

#### Barriers to Address During the Year

The district lesson plan template is in place but no formal discussions are occurring with teachers and campus leaders to make sure planning is effective or to drive instruction. Campus leadership will establish clear processes and expectations for lesson plans.

#### **Prioritized Focus Area #2**

Essential Action - 5.3 Data-driven instruction.

#### Rationale

There is a need to develop a schedule for DDI. Teachers will need to follow the Instructional Focus Document (IFD) and pacing guides in TEKS Resource to maintain focused instruction and assessments schedules.

#### Desired Annual Outcome

Teachers will know every student's progress through ongoing DDI meetings which will drive instruction through laser focused lesson planning and re-teaching where data indicates a need.

#### Barriers to Address During the Year

Teachers do meet to plan and review data but schedules are not in place to provide guidance. The campus does not have a consistent plan in place to analyze and share data to drive instruction. Clear roles and responsibilities along with timelines and consistent structures in place need to be implemented.

#### **District Commitment Theory of Action**

The district will provide for ongoing support and coaching for the campus principal including training in data walks, how to effectively monitor the quality of lesson plans, and establish strong data driven instruction practices; then campus leadership will more effectively engage in instructional leadership roles and activities to improve lesson planning and strengthen DDI meetings and the planning of instruction.

**Goal 1:** GSISD will promote the academic and social success of enrolled students from PK through 12th Grade for on-time graduation and will provide an exemplary instructional program for all students that is rigorous, engaging, and fully aligned that accommodates the learning needs of at-risk students & special populations to provide the opportunity to graduate college and be career ready.

- **Objective 1:** By 2021, all students will reach high standards, at a minimum attaining passing standard or better as identified on state assessments.
- **Objective 2:** GSISD will continue to create an aligned instructional program designed to increase student performance by all student groups in all subjects increasing the number of graduates who are college and career ready.
- **Objective 3:** Include 21<sup>st</sup> century learning skills using technology instruction to engage all learners to promote student proficiency in advanced technology.

**Summative Assessment:** Accomplishment of objective as measured by STAAR, EOC, TELPAS, and TAPR.

**Title I Schoolwide Components: 1, 2, 3, 4, 6, 7, 8, 9, 10**

| Strategy   | Person Responsible   | Resources                     | Timeline   | Formative Assessment  | Notes |
|--|--|-------------------------------|--|---|-------|
| Utilize and ensure equivalence among campuses in the provision of curriculum and instructional supplies of SCE and Title I 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> <li>▪ High School</li> </ul>                                      | Elementary School Principal<br>Intermediate School Principal<br>Middle School Principal<br>High School Principal | SCE                           | August 2020<br>January 2021<br>May 2021                              | 100% of students will attain state assessment passing rate in Reading and Math to Meets GL Standard or Above STAAR Progress Measures and Performance levels for all students in Grades 3-8. |       |
| Continue cross-curricular teaming of CTE and academic content teachers to foster integration of TEKS among disciplines.<br>Career & Technical Education Advisory Committee   | Assistant Superintendent<br>High School Principal<br>CTE Teachers<br>Secondary Counselor<br>MS Counselor         | Local                         | August 2020<br>Sept 2020<br>October 2019<br>January 2021<br>May 2021 | 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 chrome books, laptops, iPads, etc. <ul style="list-style-type: none"> <li>• Interactive Panels for CTE teachers</li> <li>• Chromebook One to One Initiative for Grades 3-12</li> <li>• iPads/Carts for /ES</li> </ul> | Assistant Superintendent<br>Technology Staff   | Local<br>IMA Funds<br>Perkins | August 2020<br>January 2021<br>May 2021                              | 100% of campuses will have access to technology and library materials.  |       |
| Require GT 6 hour annual update for all teachers that have the GT initial 30 hour training.  | Assistant Superintendent<br>Principals<br>Region 7   | Local                         | August 2020  | 100% of all GT teachers will complete 6 hour GT update.   |       |
| 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.  | Assistant Superintendent<br>High School Principal<br>Secondary Counselor<br>MS Counselor                         | Local                         | August 2020<br>January 2021<br>May 2021                              | 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. <ul style="list-style-type: none"> <li>▪ Robotics, MS</li> <li>▪ Reading/Math Honor Classes MS</li> <li>▪ Dual Credit</li> <li>▪ Debate Team, HS</li> <li>▪ Duke TIP</li> </ul>  | Assistant Superintendent<br>Principals<br>Counselors<br>Teachers   | Local                         | August 2020<br>January 2021<br>May 2021                              | 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.  | Assistant Superintendent<br>Principals<br>Counselors   | Head Start<br>Local                      | August 2020<br>May 2021                   | 100% of students will have opportunity to participate.  |  |
| Provide parents access to student grades via the internet.<br><ul style="list-style-type: none"> <li>▪ Ascender Teacher Parent Portal</li> </ul>  | Principals<br>Technology Staff   | Local                                    | August 2020<br>January 2021<br>May 2021   | 100% of parents will have the opportunity to participate.   |  |
| Identify scientifically research based intervention strategies to increase passing rate of Special Education students and increase the number of students in special education (ages 6-21) that participate in a regular education classroom <40%. (RDA) <ul style="list-style-type: none"> <li>• Reading Horizons Elevate, Discovery</li> <li>• Flex Schedule</li> <li>• Tutorials</li> <li>• Targeted Interventions based on data driven decisions</li> </ul>   | Assistant Superintendent<br>Special Ed Director<br>Principals<br>Counselors<br>Teachers  | Local                                    | August 2020<br>January 2021<br>May 2021   | 100% of student's will participate in accelerated instruction based on individual needs and SPED Regular Class ≤40% Rate (Ages 6-12) will be PL 0-10.0. |  |
| Continue to provide Pregnancy Related Services.   | Principals<br>Counselors<br>Nurse  | Local                                    | December 2020<br>May 2021                 | 100% of eligible students stay enrolled in school and earn credits toward graduation.   |  |
| Provide student incentives for perfect attendance.  | Principals   | Local                                    | August 2020<br>January 2021<br>May 2021   | 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<br>Truancy Clerk  | Local                                    | August 2020<br>January 2021<br>May 2021   | 96% attendance rate or higher each six weeks.   |  |
| Provide staff with training on effective lesson planning, to identify, support, and monitor student groups. (TIP, Additional Targets, RDA) <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> <li>▪ Region 7 workshops</li> <li>▪ Texas Gateway Courses</li> </ul>   | Assistant Superintendent<br>Special Ed. Director<br>Principals<br>Counselors<br>Dyslexia Specialist<br>Region 7 Specialist<br>Teachers | Local                                    | August 2020<br>January 2021               | 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> <li>▪ SIGI</li> <li>▪ CTE Programs of Study Guidebook</li> <li>▪ PSAT (9-11)</li> <li>▪ College Board</li> <li>▪ Job Shadowing Program</li> </ul> | Assistant Superintendent<br>Principals<br>Counselors   | Local<br>CTE<br>High School<br>Allotment | August 2020<br>January 2021<br>May 2021   | 100% of students will have access to information.   |  |
| Provide SAT/ACT software for use in middle and high school library.   | Counselors   | Local                                    | August 2020                               | 100% of students will have the opportunity to participate.  |  |
| Provide students opportunity to regain high school credit through Odyssey Ware credit recovery program.   | High School Principal<br>High School Counselor   | Local                                    | October 2020<br>January 2021<br>June 2021 | 100% of students meeting requirements of program will have opportunity to participate.  |  |
| Ensure DAEP has continuous alignment of quality instruction and course completion.  | Assistant Superintendent<br>Secondary Principals<br>Secondary Counselors<br>Secondary Teachers   | Local                                    | January 2021<br>May 2021                  | 100% of all students participating will pass assigned courses.  |  |

|   |  |                           |   |   |  |
|---|--|---------------------------|---|---|--|
| TJC Promise Scholarship Opportunity for current Freshmen Class and beyond which will provide 2 years of tuition and fees for students meeting eligibility criteria.   | Principal Counselor Superintendent                                     | Local                     | 2020-2021                               | Students meeting criteria to qualify for 2 years of tuition and fees paid for at TJC.                                   |  |
| Participate in Title III, Contracted Services with Region VII ESC for services to ensure high academic standards for LEP students. (Additional Targets, RDA)  | Assistant Superintendent Region 7 Specialist                           | Local                     | Monthly                                 | 100% of participants will provide documentation of attendance.  |  |
| Provide intervention strategies and instruction for all LEP students as needed. (TIP, Additional Targets, RDA) <ul style="list-style-type: none"> <li>Imagine Learning</li> <li>Odyssey Ware</li> <li>Rosetta Stone</li> <li>Istation</li> <li>Targeted Interventions based on data driven decisions</li> </ul>   | Assistant Superintendent Principals ESL Teachers Region 7 Specialist   | Title III Local IMA Funds | August 2020<br>January 2021<br>May 2021 | 100% of LEP students will participate as needed.  |  |
| Continue to train all academic content area teachers in effective teaching strategies for ELL's. (TIP, Additional Targets, RDA) <ul style="list-style-type: none"> <li>SIOP Training</li> <li>ELPS</li> <li>Linguistic Instructional Alignment Guide</li> </ul>   | Assistant Superintendent Principals ESL Teachers Region 7 Specialist   | Local                     | August 2020<br>Oct 2020<br>Jan 2021     | 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. <ul style="list-style-type: none"> <li>Ongoing posting for Bilingual Certified Teacher</li> <li>Attend Job Fairs</li> </ul>   | Assistant Superintendent Principals                                    | Local                     | August 2020<br>January 2021<br>May 2021 | 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.   | Assistant Superintendent Secondary Counselor                           | Local                     | August 2020<br>January 2021<br>May 2021 | 100% of LEP students will participate.  |  |
| ESL certified pull out teachers will receive support from Region 7 specialist to assist with instructional strategies in working with ESL students and how to apply the PLD's accurately when rating students. (Additional Targets, RDA)  | Assistant Superintendent Principals Region 7 Specialist                | Local                     | August 2020                             | 100% Participation of all ESL Program Certified Teachers.   |  |
| Include specific measurable achievement goals and targets for each of the groups of students identified in the disaggregated data 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>   | Assistant Superintendent Principals Counselors ESL Teachers            | Local                     | August 2020<br>January 2021<br>May 2021 | All LEP students in Gr. 9-12 will have 4 year plan.   |  |
| 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. <ul style="list-style-type: none"> <li>College Monday's</li> <li>CTE Program of Study</li> <li>College and Career Day</li> </ul> | Superintendent Assistant Superintendent Principals Counselors Teachers | Local                     | August 2020<br>January 2021<br>May 2021 | 100% of parents will have opportunity to participate.<br>100% of students will have an increase in student performance. |  |
| Foster Care/Homeless students will be allowed to attend their school of origin when deemed it is in the best interest of the student to do so.  | Foster Care/Homeless Liaison SPED Director Transportation Director     | Local                     | Ongoing                                 | 100% of all identified students will have an individual transportation plan.  |  |

|  |   |              |                |  |  |
|--|---|--------------|----------------|--|--|
| <p>Three types of instruction offered at GSISD:</p> <ul style="list-style-type: none"> <li>• Face to Face (ES, IS, MS, HS)</li> <li>• Synchronous (IS, MS, HS) as needed</li> <li>• Asynchronous (ES, IS, MS, HS) as needed</li> </ul> <p>Assessments to evaluate achievement and accountability:</p> <ul style="list-style-type: none"> <li>• mCLASS (K-2)</li> <li>• Istation (K-2)</li> <li>• STAAR (3-80)</li> <li>• EOC (MS Algebra I, HS)</li> </ul> | <p>Assistant Superintendent<br/>Principals<br/>Teachers</p> | <p>Local</p> | <p>Ongoing</p> | <p>100% of all student will have a chance to participate</p> |  |
|--|---|--------------|----------------|--|--|

**Goal 2:** GSISD will increase state and federal assessment passing rate in Reading and Math to meet STAAR Progress Measures and performance levels for all students for 2020-2021 by providing effective instructional strategies and interventions.

- **Objective 1:** GSISD will provide professional development for leadership and staff that will develop appropriate knowledge and skills and result in ownership of student success and learning.
- **Objective 2:** Students will receive successful classroom strategies and RtI interventions which will lead to increased performance on state assessment, decrease dropout rate, and increase the number of students performing at target goals.

**Summative Assessment:** Accomplishment of objective as measured by STAAR, EOC, and TELPAS.

**Title I Schoolwide Components:** 1, 2, 3, 4, 8, 9, 10

| Strategy  | Person Responsible  | Resources    | Timeline                                 | Formative Assessment  | Notes |
|---|---|--------------|--|---|-------|
| Provide STAAR/remediation for Reading and Math for at-risk students. <ul style="list-style-type: none"> <li>• Reading Horizon's Elevate, Discover (K-8)</li> <li>• TEMI (K-2)</li> <li>• Istation (K-2)</li> <li>• STAAR Class (HS)</li> <li>• Flex Period (MS/HS)</li> <li>• Interventions</li> <li>• Tutorials</li> </ul>   | Principals<br>Teachers  | Local        | August 2020<br>May 2021                  | Student growth on state assessment will improve by 2% per year in Reading and Math.   |       |
| 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> <li>▪ Texas Gateway Course for all teachers/para's</li> </ul> HS Reading I course for students qualifying for dyslexia services, LEP students, and struggling readers. (Additional Targets, RDA)   | Assistant Superintendent<br>Dyslexia Specialist<br>Principals<br>Teachers | Local        |  | Student growth on state assessment will improve by 2% per year in Reading and Math.   |       |
| Identify district/campus intervention strategies for RTI process. Utilize DMAC for computerized benchmarking in Reading/ELA and Math for grades 2-11. Utilize disaggregated data to identify TIER groups of learning. Utilize State Assessment software for STAAR 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 all struggling student groups, ECD, ELL and Special Ed student groups in Reading, Math, and Writing. (Additional Targets, RDA)</li> </ul> | Assistant Superintendent<br>Principals<br>Teachers                        | Local        | August 2020<br>January 2021<br>May 2021  | Student growth on state assessment will improve by 2% per year in Reading and Math. 100% of teachers will have access to analyzed STAAR data when scores are available to the district. |       |
| Include specific measurable achievement goals and targets for each of the groups of students identified in the disaggregated data progress and provide additional support for students not achieving expectations (Additional Targets) through tutorials and after-school programs in core content areas for grades 3-12.   | Assistant Superintendent<br>SPED Director<br>Principals<br>Teachers       | Local<br>SCE | August 2020<br>January 2021<br>June 2021 | Student growth on state assessment will improve by 2% per year in Reading and Math.   |       |

|  |   |   |   |  |  |
|--|---|---|---|--|--|
| <p>Incorporate scientifically based research strategies that strengthen the core academic program in schools served by GSISD.</p> <ul style="list-style-type: none"> <li>▪ Istation</li> <li>▪ ESTAR</li> <li>▪ mCLASS Assessments</li> <li>▪ Meadows Foundation Intervention Program</li> <li>▪ TEMI</li> </ul> | <p>Assistant Superintendent<br/>Principals<br/>Counselor<br/>Teachers</p>   | <p>Local<br/>IMA Funds</p>              | <p>August 2020<br/>January 2021<br/>May 2021</p>  | <p>Student growth on state assessment will improve by 2% per year in Reading and Math.</p>   |  |
| <ul style="list-style-type: none"> <li>▪ Imagine Learning</li> <li>▪ DRA &amp; Guided Reading</li> <li>▪ Renaissance Learning</li> <li>▪ MS/IS Implementation Elevate</li> <li>▪ Online Interim Assessments</li> <li>▪ MS Tomahawk Period for RtI</li> </ul>   |   |   |   |  |  |
| <p>Reading Horizons Phonics Program</p> <ul style="list-style-type: none"> <li>▪ Staff Development</li> <li>▪ Online Continual Support with Modules</li> <li>▪ Reading Horizons Online Elevate Program</li> <li>▪ Reading Horizons Online Discovery</li> </ul>   | <p>Assistant Superintendent<br/>Principals<br/>Teachers</p>   | <p>Local</p>                            | <p>August 2020<br/>January 2021<br/>May 2021</p>  | <p>Student growth on state assessment will improve by 2% per year in Reading and Math.</p>   |  |
| <p>Hire Para Professional to provide two planning days per year to allow teachers time to plan, meet with vertical teams, and plan common assessments.</p> <p>Continue to implement Empowering Writer's K-8.</p>   | <p>Assistant Superintendent<br/>Principals<br/>Teachers</p> <p>Assistant Superintendent<br/>Principals<br/>Teachers</p> | <p>Title V</p> <p>Local<br/>Title V</p> | <p>November 2020<br/>January 2021<br/>February 2020<br/>April 2020<br/>May 2021</p> <p>On-going</p> | <p>Student growth on state assessment will improve by 2% per year in Reading and Math.</p> <p>Student growth on state writing assessments will improve by 2% per year.</p> |  |

**Goal 3: GSISD will promote Community Engagement and Parental Involvement to increase partnerships in the education process to improve student achievement.**

- **Objective 1: GSISD will promote and encourage all stakeholders to attend district and campus meetings to build trust and confidence through communication and transparency at all levels of participation.**

**Summative Assessment: Accomplishment of objective as measured by participation data and surveys.**

**Title I Schoolwide Components: 4, 6, 9**

| Strategy   | Person Responsible  | Resources | Timeline  | Formative Assessment  | Notes |
|--|---|-----------|---|---|-------|
| Include strategies to promote effective family and community engagement in the school. <ul style="list-style-type: none"> <li>▪ SBDM Committees</li> <li>▪ Parent Conferences/Night, Parent Meetings</li> <li>▪ Holiday in the Halls</li> <li>▪ Title I, Special Pops Facebook Live</li> <li>▪ LEP Parent Training</li> <li>▪ Dyslexia Info. Night</li> <li>▪ Title I Parent Meetings</li> <li>▪ CTE Parent Information Night</li> <li>▪ SPED Parent Training 2 times</li> <li>▪ Living Museum</li> <li>▪ Veteran's Day Program</li> <li>▪ Breakfast W/Santa</li> <li>▪ FCCLA Christmas Tea</li> <li>▪ Winter Wonderland</li> <li>▪ STAAR Night</li> <li>▪ Family Reading Night</li> <li>▪ Farm &amp; Ranch Day</li> <li>▪ Retiree Luncheon, Spring</li> </ul> | Superintendent<br>Assistant Superintendent<br>SDED Director<br>Principals<br>Counselors<br>Teachers | Local     | August 2020<br>October 2020<br>November 2020<br>December 2020<br>January 2021<br>May 2021 | 100% of parents will have opportunity to participate.<br>100% of students will have an increase in student performance. |       |
| Strategies to promote parent engagement in school health. <ul style="list-style-type: none"> <li>• Health Fair</li> <li>• Cancer Awareness</li> <li>• Diabetes Awareness</li> <li>• Cardio Health Awareness</li> <li>• Blood Drive</li> <li>• CATCH Awareness</li> </ul>   | Assistant Superintendent<br>School Nurse<br>SHAC Committee  | Local     | Oct 2020<br>Dec 2020<br>Jan 2020<br>March 2020  | 100% of parents will have opportunity to participate.   |       |
| Survey to assess the needs and interests of parents related to academics and health.   | Assistant Superintendent  | Local     | April 2020  | 100% of parents will have opportunity to participate.   |       |
| Provide professional development on effective parent engagement strategies.  | Assistant Superintendent<br>Principals  | Local     | Nov 2020<br>April 2021  | 100% of staff will be trained.  |       |
| Engage parents in homework assignments or other health activities at home.   | Assistant Superintendent<br>Principals<br>Teachers  | Local     | Oct 2020<br>Dec 2020<br>Jan 2020<br>March 2020  | 100% of parents will have opportunity to participate.   |       |

|  |                                    |       |         |   |  |
|--|------------------------------------|-------|---------|---|--|
| Utilize technology tools to communicate with parents. <ul style="list-style-type: none"> <li>▪ Remind 101</li> <li>▪ Google Classroom</li> <li>▪ Website</li> <li>▪ GSISD Facebook</li> <li>▪ Twitter</li> </ul> | Principal<br>Counselor<br>Teachers | Local | Aug-May | Increase knowledge of involvement activities. |  |
|--|------------------------------------|-------|---------|---|--|

**Goal 4:** GSISD will recruit, support, and retain teachers and principals who are dedicated to providing a quality education to our students and their families.

- **Objective 1:** Provide staff on-going targeted professional development for continued growth.
- **Objective 2:** All students will be taught by state certified teachers.

**Summative Assessment:** Accomplishment of objective as measured by TAPR, surveys, and local staffing data.

**Title I Schoolwide Components: 3, 4, 5, 10**

| 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>▪ Administrative Leadership Cooperative</li> <li>▪ Digital Learning</li> <li>▪ Superintendent Academy</li> <li>▪ Fine Arts Coop</li> <li>▪ GT Curriculum Coop</li> <li>▪ Guidance &amp; Counseling Contracted, added L.P.C.</li> <li>▪ Nurses, Health &amp; PE Coop, added HS nurse</li> <li>▪ Special Education Services</li> <li>▪ TEKS Resource</li> <li>▪ Title III Bilingual/ESL Contracted</li> <li>▪ Academic Content Coop</li> <li>▪ Video Conf Bridging Services</li> <li>▪ Texas Gateway</li> <li>▪ Para/Teacher Collaboration</li> </ul> | DSB Committee<br>Assistant Superintendent<br>Principals  | Local                               | Monthly                                 | 100% of participants will provide documentation of attendance. |                                 |
| Participate in Job Network Services with Region VII ESC to post for certified applicants including Bilingual certified teachers.<br>Utilize local website to post open positions.<br><b>Attend Job Fairs.</b>  | Superintendent<br>Assistant Superintendent<br>Principals | Local                               | August 2020<br>January 2021<br>May 2021 | 100% of new hires will be highly qualified.                    |                                 |
| Continue to provide above state-base salary scale and annual financial incentives to recruit and maintain state certified teachers. <ul style="list-style-type: none"> <li>• Adjust calendar to allow for 3 additional workdays</li> <li>• Hire floating para for teacher planning days</li> </ul>   | Superintendent<br>Assistant Superintendent<br>Principals | Local<br>Title I, Part A<br>Title V | Monthly                                 | 100% of teachers will be highly qualified.                     | \$1800 incentive paid in August |
| Provide capacity-building professional development opportunities beyond regional services through local training, seminars, and conferences. <ul style="list-style-type: none"> <li>▪ TASA</li> <li>▪ TASB</li> <li>▪ TACE</li> <li>▪ CTE</li> <li>▪ Texas Gateway</li> </ul>  | Superintendent<br>Assistant Superintendent<br>Principals | Title I<br>Local                    | Monthly                                 | 100% of participants will provide documentation of attendance. |                                 |
| Require all new substitute teachers to complete online Substitute Teacher Training.  | Assistant Superintendent<br>Principals                   | Local                               | August 2020                             | 100% of substitute teacher s will participate.                 |                                 |
| Provide district/campus new staff orientation and mentoring.   | Assistant Superintendent<br>Principals                   | Local                               | August 2020                             | 100% of new teachers will participate.                         |                                 |
| Provide uniform interview process  | Superintendent<br>Assistant Superintendent<br>Principals | Local                               | June 2021                               | 100% of new hires will be State Certified.                     |                                 |
| Campus principals will be trained in and conduct Data Walks and scripted observations. Principals will look for higher-level questions and daily objectives. Enhance performance reviews and feedback, ensuring consistency among all administrators using T-TESS.   | Principal<br>Region 7 Specialist                         | Local                               | Weekly                                  | 100% of teachers will participate                              |                                 |

**Goal 5:** At GSISD all students will be educated in learning environments that are safe and secure.

- **Objective 1:** All learning environments will promote student success and will be drug free and conducive to learning.
- **Objective 2:** Campuses will provide speakers and programs to encourage student safety and the importance of making healthy choices.

**Summative Assessment:** Accomplishment of objective as measured by the Annual Dropout Rate and Completion Rate, PEIMS 425 Report, and surveys.

**Title I Schoolwide Components: 1, 2, 5,6, 9, 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>▪ Middle</li> <li>▪ Intermediate</li> <li>▪ Elementary</li> </ul>   | Superintendent<br>Principals<br>Technology Director  | Local<br>State             | August 2020<br>January 2021<br>May 2021 | 10% decrease in discipline referrals each six weeks.                                      | School Safety and Security Grant \$25,000 |
| Continue to address the following in faculty meetings and school start. <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>▪ Dating Violence</li> <li>▪ Student Code of Conduct</li> <li>▪ Suicide Prevention</li> <li>▪ Racial Sensitivity</li> <li>▪ Bullying Protocol</li> <li>▪ Grief and Trauma Training</li> </ul> | Assistant Superintendent<br>Principals<br>Counselors<br>Region 7 Specialist  | Local                      | August 2020<br>January 2021             | 100% of teachers will participate.  |   |
| Continue to require and provide CPR/First Aid training. <ul style="list-style-type: none"> <li>▪ Principals</li> <li>▪ Head Start Teachers/Aides</li> <li>▪ Coaches, Band Directors, &amp; Cheerleading Sponsors</li> <li>▪ Identified CTE Teachers</li> <li>▪ Bus Drivers</li> </ul>  | Assistant Superintendent<br>Nurses<br>Athletic Director<br>Maintenance/Transportation Dir.                             | Local                      | August 2020<br>May 2021                 | 100% of identified groups will participate.   |   |
| Ensure each campus has a trained TBSI team.  | Special Ed Director<br>Principals  | Special Education<br>Local | August 2020<br>May 2021                 | 100% of campuses will have trained team.  |   |
| Utilize Emergency Operations Plan to ensure preparedness in all emergency situations in school or community. <ul style="list-style-type: none"> <li>▪ Provide ALICE Intruder Training</li> </ul>   | Superintendent<br>Assistant Superintendent<br>Maintenance Director<br>Emergency Operations Team<br>Region 7 Specialist | Local                      | Monthly<br>August 2020                  | 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<br>Teachers   | Local                      | August 2020<br>January 2021<br>May 2021 | 10% decrease in discipline referrals each six weeks.                                      |   |
| Utilize random dog searches for illegal substances.  | Superintendent<br>Principals   | Local                      | Monthly                                 | 50% reduction in incidents of found contraband.   |   |

|   |   |              |                         |   |  |
|---|---|--------------|-------------------------|---|--|
| <p>Campus character education program to teach and reward good behavior and character.</p> <ul style="list-style-type: none"> <li>▪ Wellness Plan</li> <li>▪ Character Counts</li> </ul>  | <p>Assistant Superintendent<br/>Principals<br/>Counselors</p>   | <p>Local</p> | <p>Monthly</p>          | <p>10% decrease in discipline referrals</p>   |  |
| <p>Support and enforce health and safety for staff and students.</p> <ul style="list-style-type: none"> <li>▪ SHAC -District Wellness Plan</li> <li>▪ Counselors will attend suicide prevention training</li> <li>▪ Red Ribbon Week</li> <li>▪ Dogs Against Drugs</li> <li>▪ Aim for Success</li> <li>▪ JK Hope</li> <li>▪ Positive Behavioral Intervention Strategies</li> <li>▪ Sensory Room</li> <li>▪ VOICE</li> <li>▪ Counseling</li> <li>▪ STOPit, anonymous reporting tool for bullying</li> <li>▪ Employ School Resource Officer</li> </ul> | <p>Superintendent<br/>Assistant Superintendent<br/>SPED Director<br/>Principals<br/>Counselors<br/>School Nurses<br/>SHAC Committee<br/>Mentors<br/>SRO</p> | <p>Local</p> | <p>Monthly</p>          | <p>10% decrease in citations in "Minor in Possession".<br/>10% decrease in discipline referrals each six weeks.</p> |  |
| <p>Install Pilings at the Elementary Entrance</p>   | <p>Superintendent<br/>Assistant Superintendent</p>  | <p>State</p> | <p>June-<br/>August</p> | <p>100% of all vehicles will access entry to building safely.</p>   | <p>School Safety and Security Grant \$25,000</p> |
| <p>COVID-19 Procedures</p> <ul style="list-style-type: none"> <li>• Self-Screener</li> <li>• Temperature check</li> <li>• Face mask</li> <li>• Sanitizer stations</li> <li>• Misting machines for cleaning</li> </ul>   | <p>Superintendent<br/>Assistant Superintendent<br/>Principals<br/>Nurses</p>  | <p>Local</p> | <p>Monthly</p>          | <p>100% of all visitors, staff, and students will be COVID system free.</p>   |  |
| <p>Professional Development</p> <ul style="list-style-type: none"> <li>• Infosec- Cybersecurity</li> <li>• Trauma and Grief – Project Restore</li> </ul>  | <p>Assistant Superintendent<br/>Principals<br/>Teachers</p>   | <p>Local</p> | <p>October-February</p> | <p>100% of all staff will be trained</p>  |  |

**Identification and Recruitment  
Action Plan 2020-2021**

**Strategy 1: Professional Development** Districts will participate in effective professional development activities in order to accurately and effectively identify and recruit migrant students and out of school youths.

| Required Activity   | Method   | Responsible Staff                         | Estimated Time Frame            | Materials                         | Method of Evaluation   |
|---|--|---|---------------------------------|-----------------------------------|--|
| Meet federal requirements for annual Identification and Recruitment (ID&R) training   | Participate in training  | Migrant Contact                           | Before TEA deadline             | State ID&R training, ID&R manual  | Certificate  |
| ID&R training for any new ESC or district Migrant staff and other non-migrant staff   | Participate in training  | Migrant Contact                           | As requested                    | State ID&R 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 Advisory Council  | Required activity to develop: Needs Assessment Plan, Priority for Service Action Plans, Review Statewide Delivery Plan, ID&R Planning and quality control plan | Grand Saline ISD and ESC Migrant Contacts | September, 2020 and April, 2021 | District data, plan               | Certificate, Needs Assessment Plan, PFS Action Plan, ID&R Plan                             |
| Migrant Education Program Advisory Council will develop Priority for Service Action Plan Template, ID&R Action Plan Template and Needs Assessment Plan. | ESC 7 MEP Advisory Council Workshop  | Grand Saline ISD and ESC Migrant Contacts | September, 2020 and April, 2021 | Action Plan Templates, PowerPoint | Certificate, Needs Assessment Plan, PFS Action Plan Template and ID&R Action Plan Template |

**Identification and Recruitment  
Action Plan 2020-2021**

**Strategy 2: Identification and Recruitment Process** ESC 7 and districts will actively, accurately and effectively identify and recruit migrant students and out of school youths.

| Required Activity  | Method  | Responsible Staff  | Estimated Time Frame              | Materials                      | Method of Evaluation                    |
|--|---|--|-----------------------------------|--------------------------------|---|
| Actively and safely recruit Out of School Youth (OSY)  | Meeting community members, churches, Chambers of Commerce, businesses   | ESC OSY Recruiter, ESC Migrant Specialist, ESC Migrant Recruiter | Ongoing                           | Flyers, Newspapers             | Agendas, flyers, newspaper              |
|  | Employers surveyed  | ESC OSY Recruiter  | Ongoing                           | Employer survey                | Completed surveys                       |
|  | ESC Recruiters follow ESC7 Safety Procedures  | ESC Recruiters   | Ongoing                           | ESC7 Procedures                | Procedures reviewed with Recruiters     |
|  | Contact potentially eligible migrant families-by conducting family surveys during school registration and throughout the year.  | Grand Saline ISD and ESC   | Year round                        | Family survey                  | NGS district reports, completed surveys |
| Identification of children and youth who are under the age of 22, moved across school district lines alone or with parents in order to obtain temporary or seasonal agricultural employment due to economic necessity. | Screening family surveys  | Grand Saline ISD 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  | Grand Saline ISD and ESC   | Upon enrollment and withdrawal    | Family surveys and withdrawals | NGS district reports, completed surveys |

**Identification and Recruitment  
Action Plan 2020-2021**

| Required Activity  | Method   | Responsible Staff                                | Estimated Time Frame  | Materials            | Method of Evaluation   |
|--|--|--|---|----------------------|--|
| Complete Certificate of Eligibility (COE)  | Recruiter completes COE and Supplemental Documentation Form (SDF) during family interview. Submit completed COE and SDF to designated reviewer for review  | ESC Recruiters                                   | Within 5 days of parent signatures  | COEs                 | Completed COE  |
| Review COEs  | Reviewer reviews COE and SDF, returns COE and SDF to recruiter if additional information is needed, then submits to New Generation System (NGS) Terminal Site for entry into to NGS.   | Recruiter, Reviewer, NGS data entry personnel    | Within 7 days of parent signature.  | COEs                 | Completed COE with 2 signatures and NGS report.                  |
| Conduct Residency Verification   | Verify continued residency for all currently eligible migrant children who have not made a new qualifying move during the current reporting period. Recruiter will request school record to verify enrollment and/or obtain parent signature for unenrolled youth. | District Migrant Contact, ESC Migrant Department | September 1, 2020- November 1, 2020. For 2 yr old turning 3, on or after 3rd birthday | COEs, School records | Updated COE, parent signature, NGS residency verification report |
| Notify the school district when students qualify for the Migrant Education Program | Letter and a copy of the COE is sent to District Migrant Contact and to PEIMS Coordinator  | ESC7 Migrant Department                          | Within 7 days of entry into NGS.  | COE, letter          | District's receipt of letter                                     |

**Identification and Recruitment  
Action Plan 2020-2021**

| Required Activity                                     | Method   | Responsible Staff  | Estimated Time Frame | Materials                                       | Method of Evaluation                                      |
|---|--|--|----------------------|---|---|
| Maintain a strong system of Quality Control           | Eligibility Review-Forward COEs with more than one comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual. Project Districts send a copy of COEs to ESC. | Recruiters, Reviewers, MEP administrators, ESC MEP contact           | Ongoing              | Documentation forms, re-interview documentation | Completed documentation forms, Re-interview documentation |
|   | Work with the ESC to provide training support to MEP recruiters, designated reviewers and other MEP staff as specific needs are observed throughout the year.  | All MEP staff  | Ongoing              | Manual, Documentation forms                     | Certificate   |
| Annual Evaluation of ID&R Program                     | Analyze data   | ESC and districts  | May, 2021            | NGS forms                                       | Completed NGS forms                                       |
| Maintain up-to-date records on file                   | Maintain updated active and inactive records. Retain records for seven (7) years.  | ESC and districts  | Ongoing              | COEs  | COE records   |
| Coordinate with ESC for annual eligibility validation | Validate eligibility through re-interview process according to instructions set forth by TEA   | ESC, MEP staff, previously identified children selected by State MEP | January - June, 2021 | COEs, TEA guidance                              | TEA report  |

**Identification and Recruitment  
Action Plan 2020-2021**

| Required Activity   | Method  | Responsible Staff | Estimated Time Frame | Materials        | Method of Evaluation     |
|---|---|-------------------|----------------------|------------------|--------------------------|
| Maps, intraregional networking and interagency coordination | Recruiter is in contact with growers regarding hiring practices, crops and growing seasons.   | OSY Recruiter     | Ongoing              | Data             | Data                     |
|   | Develop maps for recruiters   | All MEP staff     | Ongoing              | Map              | Map                      |
|   | Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE. | MEP staff         | Ongoing              | List of entities | Calendars, agendas, data |

**Identification and Recruitment  
Action Plan 2020-2021**

**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.

| Required Activities                 | Activity  | Responsible Staff | Estimated Time Frame              | Materials   | Method of Evaluation                      |
|-------------------------------------|---|-------------------|-----------------------------------|---|---|
| Parent Advisory Committee (PAC)     | Parent questionnaire  | ESC and Districts | September - October 2020          | Questionnaire and listserv                            | Completed questionnaire                   |
|                                     | Gather data   | ESC and Districts | November, 2020                    | 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 Education Program materials as determined by needs assessment to Migrant Students. | ESC Migrant staff | Ongoing                           | NGS enrollment report, supplies, books                | Signature on Delivery form                |

### 2020-21 Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

| <b>Priority for Service Criteria</b>                   |  |
|--|--|
| Grades 3-12,<br>Ungraded (UG) or<br>Out of School (OS) | <ul style="list-style-type: none"><li>• Who have made a qualifying move within the previous 1-year period;</li></ul> <p><u>AND</u></p> <ul style="list-style-type: none"><li>• Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.</li></ul>              |
| Grades K-3   | <ul style="list-style-type: none"><li>• Who have made a qualifying move within the previous 1-year period;</li></ul> <p><u>AND</u></p> <ul style="list-style-type: none"><li>• Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u></li><li>• For students in grades K-2, who have been retained, or are over age for their current grade level.</li></ul> |

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

Grand Saline ISD

**NOTE:** This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

|  |
|--|
| <b>School District:</b> Grand Saline ISD |
| <b>Region:</b> 7                         |

### Priority for Service (PFS) Action Plan

School Year: 2020-21

|                                   |
|-----------------------------------|
| <b>Filled Out By:</b> Debby Morse |
| <b>Date:</b> 9-28-2020            |

*Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District 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 (e.g., bilingual, ESL, economically disadvantage).*

| <u>Goal(s):</u>  | <u>Objective(s):</u>  |
|--|---|
| 100% of eligible migratory, Priority For Service Students will be entered in to the NGS data system by the NGS data technician. These students will be monitored and needs will be assessed and addressed throughout the school year and in the summer school program. | To ensure 100% of the PFS students are prepared to transition to the next grade level through supports offered at the campus level. |

| Required Strategies   | Timeline  | Person(s) Responsible   | Documentation  |
|---|---|---|--|
| <b>Monitor</b> the progress of MEP students who are on PFS.   |   |   |  |
| <ul style="list-style-type: none"> <li>▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.</li> </ul>   | Before the end of each month, August 2018-July 2019 | NGS Specialist  | PFS tracking report  |
| <ul style="list-style-type: none"> <li>▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.</li> </ul>                    | Before 1 <sup>st</sup> Day of School                | MEP contact   | PFS report   |
| Additional Activities   |   |   |  |
| <ul style="list-style-type: none"> <li>▪</li> </ul>   |   |   |  |
| Required Strategies   | Timeline  | Person(s) Responsible   | Documentation  |
| <b>Communicate</b> the progress and determine needs of PFS migrant students.  |   |   |  |
| <ul style="list-style-type: none"> <li>▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.</li> </ul> | ongoing   | district migrant contact, principal, teacher or district assigned personnel | PFS reports/ completed student reviews   |
| <ul style="list-style-type: none"> <li>▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.</li> </ul>  | end of each grading period                          | district staff  | emails, posts, flyers, parent meeting sign-ins, report cards, state assessment letters |
| <ul style="list-style-type: none"> <li>▪ During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized</li> </ul>  | ongoing   | MEP staff   | calendars, meeting notes   |

Grand Saline ISD

|   |                                      |           |   |
|---|--------------------------------------|-----------|---|
| home and /or community visits to update parents on the academic progress of their children.   |                                      |           |   |
| Additional Activities   |                                      |           |   |
| ▪   |                                      |           |   |
| <b>Provide services to PFS migrant students.</b>  |                                      |           |   |
| ▪ The district's Title I, Part C Migrant Coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.                                    | ongoing as student enrolls in school | MEP staff | Bright Beginning documentation, class rosters                           |
| ▪ The district's Title I, Part C Migrant Coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. | ongoing                              | MEP staff | PFS student review forms, attendance reports, appointment documentation |
| ▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.   | ongoing                              | MEP staff | PFS student review forms  |
| Additional Activities   |                                      |           |   |
| ▪   |                                      |           |   |

Debby Morse  
LEA Signature

9-28-2020  
Date Completed

# Grand Saline ISD 2019-2020 Program Evaluation

## Title I, Part A: Improving Basic Programs

**Entitlement:**

\$369,949.00

**Completion Date:**

9/30/2020

Program Intent:

Title I, Part A (211) - Improving Basic Programs Operated by Local Education Agencies (LEA) provides supplemental funding to state and LEAs. The funding is for resources to help schools with high concentrations of students from low-income families provide a high-quality education that will enable all children to meet the state's student performance standards. GSISD has implemented a school-wide program. These programs must use effective methods and instructional strategies that are grounded in scientifically based research.

Payroll Costs – \$ 359,019.00

Professional and Contracted Services – \$10,930.00

Supplies and Materials – \$0

Other Operating Costs - \$0

Identified Needs: GSISD has identified the need for staff to implement effective classroom instruction which include strategies for higher order thinking skills, vocabulary word walls, concentrating on rigor and relevance, continued assessment implementation and monitoring, coaching and modeling. Recommendations are to continue to monitor for evidence of T-TESS goals for classroom staff development in best practices and quality instruction focusing on meeting the needs of all students in order to prepare students for the 21<sup>st</sup> Century.

Identified areas of concern:

### **District - Data Analysis Summary**

#### **Findings: Refer to 2019 State Accountability and Additional Targets**

- The district received a **Rating of B, scaled score of 87** in State Accountability.
- The MS Campus received a D. The Intermediate and Elementary Campuses received a C.
- Additional Targets: Intermediate and Middle School

#### **Targets Not Met**

##### **High School**

Academic Achievement in ELA/Reading – Not Met in Hispanic, White,  
Continuously Enrolled Academic Achievement in Math - Not Met in All

Std., White, Econ. Dis., Continuously Enrolled Growth Status in ELA/Reading – Not Met in All Std., White, Continuously Enrolled Growth Status in Math – Not Met in All Std., White, Econ Dis., Continuously Enrolled Student Success Status - Not Met in White, EL Current/Monitored, Continuously Enrolled

**Middle School**

Academic Achievement in ELA/Reading – Not Met in All Std., White, Continuously Enrolled, Non-Continuously Enrolled  
Academic Achievement in Math - Not Met in All Std., Hispanic, White, Econ Dis., EL Current/Monitored, SPED Current, Continuously Enrolled, Non-Continuously Enrolled  
Growth Status in ELA/Reading – Not Met in All Std., White, EL Current/Monitored, SPED Current, Continuously Enrolled, Non- Continuously Enrolled  
Growth Status in Math – Not Met in All Std., Hispanic, White, Econ Dis., EL Current/Monitored, SPED Current, Continuously Enrolled, Non- Continuously Enrolled  
Student Success Status - Not Met in All Std., White, Econ Dis., SPED Current, SPED Former, EL Current/Monitored, Continuously Enrolled

**Intermediate School**

Academic Achievement in ELA/Reading – Not Met in All Std., Hispanic, White, EL Current/Monitored, Continuously Enrolled, Non- Continuously Enrolled  
Academic Achievement in Math - Not Met in White, Non-Continuously Enrolled Growth Status in ELA/Reading – White  
Growth Status in Math  
English Language Proficiency Status in EL – TELPAS Progress Rate  
Student Success Status - Not Met in All Std., Hispanic, White, EL Current/Monitored, Continuously Enrolled, Non-Continuously Enrolled

**Title I, Part C: Migrant Education Program**

**Entitlement:**

-0- SSA

**Completion Date:**

n/a

Program Intent:

The purpose of the Migrant Education Program (212) is to design and support programs that help migrant students overcome the challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with a migratory lifestyle. These efforts are aimed at helping migrant student succeed in school and successfully transition to post secondary education or employment. Grand Saline ISD does not have any migrant students enrolled at this time.

## Title I, Part D- Youth at Risk

**Entitlement:**

\$33,339.00

**Completion Date:**

9/30/2020

Program Intent: Fund (211)

Title I, Part D, Subparts 1 and 2- Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk provides supplemental funding to state and local education agencies. The funding is designed to improve the educational service to children in facilities for the neglected or delinquent so that these students will have the opportunity to acquire the knowledge and skills contained in the state content standards. The goal is that these students will meet the same student performance standards that all children in the state are expected to meet. Title I, Part D has a primary focus of facilitating the transition and academic needs of students from correctional programs to further education or employment. At Grand Saline ISD these students are served at the Van Zandt Co Youth Multi Service Center.

Payroll Costs – \$30,000.00

Professional and Contracted Services – \$0

Supplies and Materials – \$0

Other Operating Costs - \$0

Identified Needs: Provide supplemental instructional support to enhance online curriculum delivered through Odysseyware.

Para Professional position was converted to a teaching position.

## Title II, Part A: Teacher Training and Recruiting

**Entitlement:**

\$40,093.00

**Completion Date:**

9/30/2020

Program Intent:

Fund (255) provides supplemental funding to improve student achievement. The funds are used to elevate teacher and principal quality through recruitment, hiring and retention strategies and to increase the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools. The program uses scientifically based professional development interventions and holds districts and schools accountable for improvements in student academic performance.

Payroll Costs – \$40,093.00

Professional and Contracted Services – \$0

Supplies and Materials – \$0

Other Operating Costs - \$0

Identified Needs: GSISD has identified the need for staff development in effective classroom instruction. Strategies include concentrating on rigor and relevance, training in writing objectives and assessment implementation and monitoring.

Recommendations are to continue staff development in best practices and quality instruction focusing on meeting the needs of all students in order to prepare students for the 21<sup>st</sup> Century.

## Title III, Part A- Limited English Proficient

**Entitlement:**

\$14,088.00

**Completion Date:**

9/30/2020

Program Intent: Title III, Part A (263)

Language Instruction for Limited English Proficient (LEP) and Immigrant Students. Title III, Part A provides supplemental resources to LEAs to help ensure that children who are LEP attain English proficiency at high levels in core academic subjects to meet state mandated achievement performance standards.

Payroll Costs – \$0

Professional and Contracted Services – \$0

Supplies and Materials – \$13,169.00

Other Operating Costs - \$0

Identified Needs: GSISD has identified the need for staff development in effective classroom instruction. Strategies include professional development in linguistically accommodated instruction that involves the differentiation of instructional materials, strategies, and tasks based on the student's current level of language proficiency.

### **Goal 1:**

The annual goal is to increase state and federal assessment passing rate for ELL's by 2% per year for a total of 10% increase at the end of 5 years.

### **Strategy:**

Professional Development provided by Region 7 consultant in SIOP strategies will employed at each campus. Professional Development to provide best practices and teaching strategies to address differentiation and learning styles for all student groups. Substitutes will be utilized once each six weeks to allow for planning and collaboration.

### **Impact:**

Leadership and staff will have appropriate knowledge and skills and take ownership of student success and learning and will increase performance on state assessment and increase graduation rate.

## Title IV, A, SSAEP

**Entitlement:**

\$27,724.00

**Completion Date:**

9/30/2020

Program Intent: Authorized in December 2015, the Every Student Succeeds Act (ESSA) introduced a new block formula grant under Title IV, Part A with a wide range of allowable uses. Title IV, Part A, Student Support and Academic Enrichment (SSAE) grants are intended to improve students' academic achievement by increasing the capacity of States, LEAs, schools, and local communities to:

Payroll Costs – \$27,724.00

Professional and Contracted Services – \$0

Supplies and Materials – \$0

Other Operating Costs - \$0

Identified Needs: GSISD has identified the need for staff to implement effective classroom instruction which include strategies for higher order thinking skills, vocabulary word walls, concentrating on rigor and relevance, continued assessment implementation and monitoring, coaching and modeling. Recommendations are to continue to monitor for evidence of T-TESS goals for classroom staff development in best practices and quality instruction focusing on meeting the needs of all students in order to prepare students for the 21<sup>st</sup> Century.



**Changing the World One Student at a Time**