

# Grand Saline Independent School District

## District Plan of Action 2024-2025



### 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: 10/21/24**

## District Site-Based Decision-Making Committee Members

- **Debby Morse**, Assistant Superintendent, Non-Teaching Professional
- **Ricky LaPrade**, Assistant Superintendent Non-Teaching Professional
- **Kim McVey**, Special Education Director, Non-Teaching Professional
- **Alex Paredes**, High School Principal, Non-Teaching Professional
- **Kinney LaPrade**, Assistant High School Principal, Non-Teaching Professional
- **Kristi Maciel**, High School Teacher
- **Russ Collins**, High School Teacher
- **Kyle White**, High School Teacher
- **Michael Mize**, Middle School Principal, Non-Teaching Professional
- **Amy Moffatt**, Middle School Assistant Principal, Non-Teaching Professional
- **Britni Smith**, Middle School Teacher
- **Casey Cook**, Middle School Teacher
- **Gayle McDonald**, Middle School Teacher
- **Tina Core**, Intermediate School Principal, Non-Teaching Professional
- **Dean Latta**, Intermediate School Assistant Principal, Non-Teaching Professional
- **Abigail Vazquez**, Intermediate School Para Professional
- **Tammy Deuson**, Intermediate School Teacher
- **Mandy Moore**, Intermediate School Teacher
- **Tammy Barber**, Intermediate School Teacher
- **Lori Hooton**, Elementary Principal, Non-Teaching Professional
- **Ridge Tardy**, Child Nutrition Director
- **Madison Kindle**, Elementary School Teacher
- **Jada Fisher**, Elementary School Teacher
- **Doniell Maxfield**, Elementary School Teacher
- **Rebecca Mattis**, Elementary School Teacher
- **Brittaney Morris**, Elementary Para Professional
- **Brittany McSchooler**, Community/Parent Representative
- **Kodi Wright**, Business/Parent Representative
- **Courtney Harrell**, 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, mCLASS, TELPAS, staff development records, State and Federal Accountability, and TAPR 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, mCLASS, STAAR, STAAR, Targeted Supports, TSI, and SAT/ACT
- 2024 Accountability Summary
- Program Evaluations
- Stakeholder Surveys
- Discipline Reports
- Formative Assessment Data
- Staffing Needs
- Professional/Paraprofessional Training Needs
- Norm-referenced Tests
- Promotion/Retention Rates
- Informal Evaluations

**Findings:** Performance results in Reading/ELA are below the state in approaches except for Grade 3 and ENG 2. All grades except Grade 5/ENG 2 are below in meets, and every grade level is below in masters.

Performance results in Math for Grades 6 are below the state in approaches, meets, and masters. 7th Grade is below in meets and Grade 8 is below in masters.

Performance results in Algebra is below the state in masters.

Performance results in Science Grade 5 is below the state in meets, and masters and Grade 8 and Biology is below in all areas.

Performance results in Grade 8 History is below the state in meets and masters.

### 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      |   |                                   |

<b>2023-2024</b>									
<b>Math</b>	<b>Approaches Local</b>	<b>Approaches State</b>	<b>Difference</b>	<b>Meets Local</b>	<b>Meets State</b>	<b>Difference</b>	<b>Masters Local</b>	<b>Masters State</b>	<b>Difference</b>
3rd	80	69	11	46	41	5	21	15	6
4th	73	68	5	52	45	7	33	21	12
5th	85	76	9	58	49	9	26	19	7
6th	58	70	-12	15	37	-22	3	13	-10
7th	55	53	2	30	32	-2	10	10	0
8th	73	70	3	45	40	5	10	15	-5
Algebra I	89	79	10	47	45	2	18	25	-7
Net Result			28			4			3
<b>Science</b>	<b>Approaches Local</b>	<b>Approaches State</b>	<b>Difference</b>	<b>Meets Local</b>	<b>Meets State</b>	<b>Difference</b>	<b>Masters Local</b>	<b>Masters State</b>	<b>Difference</b>
5th	59	56	3	22	26	-4	6	10	-4
8th	61	68	-7	32	42	-10	4	16	-12
Biology	87	91	-4	55	58	-3	15	19	-4
Net Result			-4			-17			-20
<b>Social Studies</b>	<b>Approaches Local</b>	<b>Approaches State</b>	<b>Difference</b>	<b>Meets Local</b>	<b>Meets State</b>	<b>Difference</b>	<b>Masters Local</b>	<b>Masters State</b>	<b>Difference</b>
8th	68	57	11	30	31	-1	13	16	-3
US History	97	95	2	81	69	12	41	37	4
Net Result			13			11			1
<b>ELAR</b>	<b>Approaches Local</b>	<b>Approaches State</b>	<b>Difference</b>	<b>Meets Local</b>	<b>Meets State</b>	<b>Difference</b>	<b>Masters Local</b>	<b>Masters State</b>	<b>Difference</b>
3rd	79	75	4	43	49	-6	11	21	-10
4th	76	81	-5	42	51	-9	14	23	-9
5th	75	78	-3	55	49	6	22	29	-7
6th	57	75	-18	28	55	-27	10	25	-15
7th	64	72	-8	36	52	-16	18	28	-10
8th	73	79	-6	44	54	-10	15	28	-13
English 1	59	67	-8	39	54	-15	5	17	-12
English 2	78	74	4	61	60	1	3	9	-6
Net Result			-40			-76			-82

**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 2025, 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 staffing, 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 Intermediate School Principal Middle School Principal High School Principal	SCE Title I, A	August 2024 January 2025 May 2025	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. Career & Technical Education Advisory Committee	Assistant Superintendent High School Principal CTE Teachers Secondary Counselor MS Counselor	Local	August 2024 Sept 2024 October 2024 January 2025 May 2024	100% of CTE teachers will team with academic content teachers.	
Continue to equip campuses with 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.	Assistant Superintendent Technology Staff	Local	August 2024 January 2025 May 2025	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 Principals Region 7	Local	August 2024	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 High School Principal Secondary Counselor MS Counselor	Local	August 2024 January 2025 May 2025	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 Student Seminars/Imagination Fair</li> <li>▪ Reading/Math Honor Classes MS</li> <li>▪ Dual Credit</li> <li>▪ Debate Team, HS</li> <li>▪ Duke TIP</li> </ul>	Assistant Superintendent Principals Counselors Teachers	Local	August 2024 January 2025 May 2025	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 Principals Counselors	Head Start Local	August 2024 May 2025	100% of students will have opportunity to participate.	
Provide parents access to student grades via the internet. ▪ Ascender Teacher Parent Portal	Principals Technology Staff	Local	August 2024 January 2025 May 2025	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%. • Reading Horizons Elevate, Discovery • Vizzle • Tutorials • Targeted Interventions based on data driven decisions	Assistant Superintendent Special Ed Director Principals Counselors Teachers	Local	August 2024 January 2025 May 2025	100% of students 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 Counselors Nurse	Local	December 2023 May 2025	100% of eligible students stay enrolled in school and earn credits toward graduation.	
Provide student incentives for perfect attendance.	Principals	Local	August 2024 January 2025 May 2025	96% or greater of students will be in attendance each six weeks.	
Contact parents regarding student absences	Principals	Local	August 2024 January 2025 May 2025	96% attendance rate or higher each six weeks.	
Provide staff with training on effective instructional strategies to accelerate learning and monitor student groups. ▪ Dyslexia and Related Disorders ▪ Bilingual Emergent Learners (EBS) ▪ Special Education Identification ▪ Gifted and Talented 6 Hour Update ▪ RBIS for: All Groups, At-Risk, Eco Dis. ▪ Math Consultant ▪ Near Pod 6-12 ▪ Region 7 workshops ▪ Navigating Literacy Block ▪ TEKS Resource/C-CAD ▪ RLA Planning Fellowship ▪ MAP Growth ▪ Teach Big ▪ Science 5- Biology	Assistant Superintendent Special Ed. Director Principals Counselors Dyslexia Specialist Region 7 Specialist Teachers	Local	August 2024 January 2025	100% of teachers will participate. 100% of eligible students will be identified and have opportunity to participate.	
Identify at-risk students using at-risk criteria. Funds will be budgeted and student will be monitored according to the GSISD SCE Manual. Additional Services: • Jump Start • Intensive Remediation • STAAR Prep • LLI • Small Group	SCE Director SRO Principals Counselors Interventionists Teachers	Local SCE	August - June	100% of participants will show growth	

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> <li>CTE Information Night</li> </ul>	Assistant Superintendent  Principals Counselors	Local  CTE High School Allotment	August 2024  January 2025 May 2025	100% of students will have access  to information.	
Provide SAT/ACT software for use in middle and high school library.	Counselors	Local	August 2024	100% of students will have the opportunity to participate.	
Provide students at VZC Multi Youth, DAEP, and HS the opportunity to regain high school credit through Odyssey Ware credit recovery program.	High School Principal High School Counselor	Title I, D Local	October 2024 January 2025 June 2024	100% of students meeting requirements of program will have opportunity to participate.	
Ensure VZC Multi Youth and DAEP has continuous alignment of quality instruction and course completion.	Assistant Superintendent Secondary Principals Secondary Counselors Secondary Teachers	Local	January 2025 May 2025	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-To Present	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 EBS students.	Assistant Superintendent Region 7 Specialist	Local	Monthly	100% of participants will provide documentation of attendance.	
Provide intervention strategies and accelerated instruction for all EBS students as needed. <ul style="list-style-type: none"> <li>Summit K-12</li> <li>Odyssey Ware</li> <li>Rosetta Stone</li> <li>Discovery/Elevate</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 2024 January 2025 May 2025	100% of LEP students will participate as needed.	
Continue to train all academic content area teachers in effective teaching strategies for EB's. <ul style="list-style-type: none"> <li>SIOP Strategies</li> <li>ELPS</li> <li>Linguistic Instructional Alignment Guide</li> </ul>	Assistant Superintendent Principals ESL Teachers Region 7 Specialist	Local	January 2025	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 2024 January 2025 May 2025	100% of teachers will have opportunity to participate.	
Provide additional support for EB's students by requiring English I and English II in addition to ESL class.	Assistant Superintendent Secondary Counselor	Local	August 2024 January 2025 May 2025	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.	Assistant Superintendent Principals Region 7 Specialist	Local	August 2024	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>	Principals Counselors ESL Teachers	Local	August 2024 January 2025 May 2025	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>College and Career Day</li> </ul>	Superintendent Assistant Superintendent Principals Counselors Teachers	Local	August 2024 January 2025 May 2025	100% of parents will have opportunity to participate. 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 Transportation Director	Local	Ongoing	100% of all identified students will have an individual transportation plan.	
Assessments to evaluate achievement and accountability: <ul style="list-style-type: none"> <li>mCLASS (1-34 Amplify K</li> <li>ESGI - ES</li> <li>STAAR</li> <li>TELPAS</li> <li>EOC (MS Algebra I, HS)</li> <li>TSI, ACT/SAT</li> <li>Progress Monitoring Assessments</li> <li>MAP Growth</li> </ul>	Assistant Superintendent Principals Teachers	Local	Ongoing	100% of all student will have a chance to participate	
GSISD will consistently evaluate the progress of at-risk students. <ul style="list-style-type: none"> <li>12 week progress reports</li> <li>Unit and benchmark Assessments</li> <li>Failure reports</li> <li>Reports from intervention providers</li> <li>Counselor updates</li> </ul>	Principals Counselors Interventionists Teachers	SCE	6 weeks	100% of all at-risk students will make progress	



**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 2024-2025 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, RtI interventions, and accelerated instruction which will lead to increased performance on state assessment, decrease dropout rate, and increase the number of students

**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
<p>Provide STAAR/remediation staff and materials for Reading and Math for at-risk students. .Implement Accelerated Instruction to meet the requirements of HB4545 provided an additional 30 hours instruction for students not performing satisfactorily in Reading or math grades 3,5,8 and all subjects in STAAR and EOC.</p> <p>Instructional Materials to be considered:</p> <ul style="list-style-type: none"> <li>• mCLASS/Amplify</li> <li>• Education Galaxy</li> <li>• Amplify Reading</li> <li>• Study Sync</li> <li>• Oddyseyware</li> <li>• Quill at MS</li> <li>• Newsela at MS</li> <li>• Education Galaxy at IS</li> <li>• Khan Academy</li> <li>• ST Math</li> <li>• Kamico</li> <li>• Manuevering the Middle</li> <li>• Guided Reading</li> <li>• Renaissance Learning</li> <li>• IXL - MS</li> <li>• Online Interim Assessments               <ul style="list-style-type: none"> <li>• Reading Horizon's Elevate, Discover (K-8)</li> <li>• ST Math</li> <li>• STAAR Class (HS, MS, IS)</li> <li>• Flex Period (MS/HS)</li> <li>• Lowman MS Math</li> <li>• MAP Growth</li> <li>• Summit K-12</li> </ul> </li> </ul>	Principals Teachers	SCE Local	August 2024 May 2025	Student growth on state assessment will improve by 2% per year in Reading and Math.	
<p>Provide dyslexia training for research based strategies meeting 5 components of dyslexia handbook.</p> <ul style="list-style-type: none"> <li>▪ Scottish Rite Literacy</li> <li>▪ Rite Flight</li> <li>▪ Annual training for all teachers/para's</li> </ul> <p>HS Reading I course for students qualifying for dyslexia services, LEP students, and struggling readers.</p>	Assistant Superintendent Dyslexia Specialist Principals Teachers	Local		Student growth on state assessment will improve by 2% per year in Reading and Math.	

<p>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/STAAR and data disaggregation.</p> <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, EBS and Special Ed student groups in Reading, Math, and Writing.</li> </ul>	Assistant Superintendent Principals Teachers	Local	August 2024 January 2025 May 2025	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.	
<p>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 through tutorials and after-school programs in core content areas for grades 3-12.</p>	Assistant Superintendent SPED Director Principals Teachers	Local SCE	August 2024 January 2025 June 2025	Student growth on state assessment will improve by 2% per year in Reading and Math.	
<p>Reading Horizons Phonics Program</p> <ul style="list-style-type: none"> <li>Reading Horizons Online Elevate Program</li> <li>Reading Horizons Online Discovery</li> </ul>	Assistant Superintendent Principals Teachers	IMA	August 2024 January 2025 May 2025	Student growth on state assessment will improve by 2% per year in Reading and Math.	
<p>Build Staff Development in to annual calendar to allow teachers to receive quality training, time to plan, meet with vertical teams, and plan common assessments.</p>	Assistant Superintendent Principals Teachers	Local	November 2024 January 2025 February 2024 April 2024 May 2025	Student growth on state assessment will improve by 2% per year in Reading and Math.	
<p>Add additional staff to reduce class size.</p>	Assistant Superintendent Principals Teachers	SCE	November 2024 January 2025 February 2024 April 2024 May 2025	Student growth on state assessment will improve by 2% per year in Reading and Math.	

**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>▪ Indian Pride Night</li> <li>▪ Harvest Pageant</li> <li>▪ Pep Rally</li> <li>▪ Teacher Appreciation</li> <li>▪ Indian/Arrow Awards</li> <li>▪ What-A-Student, Teacher</li> <li>▪ Homecoming Festivities</li> <li>▪ Easter Egg Hunt w/community</li> <li>▪ Thanksgiving Community Lunch</li> <li>▪ Apex Fun Run</li> <li>▪ Field Day/Fun Day</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> </ul>	Superintendent Assistant Superintendent SPED Director Principals Counselors Teachers	Local	August 2024 Sept. 2024 November 2024 December 2024 January 2025 May 2025	100% of parents will have opportunity to participate. 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>• Apex Fun Run</li> <li>• Blood Drive</li> <li>• Rooting for Rainey Challenge</li> <li>• CATCH Awareness</li> </ul>	Assistant Superintendent School Nurse SHAC Committee	Local	Oct 2024 Dec 2024 Jan 2025 March 2025	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 2024	100% of parents will have opportunity to participate.	
Engage parents in homework assignments or other health activities at home.	Assistant Superintendent Principals Teachers	Local	Aug - May	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>▪ Interactive Flat Panels</li> <li>▪ Zoom Conferencing</li> <li>▪ GSISD Facebook</li> </ul>	Principal Counselor 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</li> <li>Nurses, Health &amp; PE Coop</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> </ul>	DSB Committee Assistant Superintendent 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. Utilize local website to post open positions. Attend Job Fairs.	Superintendent Assistant Superintendent Principals	Local	August 2024 January 2025 May 2025	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.	Superintendent Assistant Superintendent	Local Title I, Part A	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>TASA</li> <li>TASB</li> <li>TACE</li> <li>CTE</li> </ul>	Superintendent Assistant Superintendent Principals	Title I Local	Monthly	100% of participants will provide documentation of attendance.	
Require all new substitute teachers to complete in person Substitute Teacher Training.	Assistant Superintendent	Local	August 2024	100% of substitute teacher s will participate.	
Provide district/campus new staff orientation and mentoring.	Assistant Superintendent	Local	August 2024	100% of new teachers will participate.	
Teacher exam reimbursement for passing ESL Certification exam	Superintendent Assistant Superintendent Principals	Local	Aug-May	100% of core teaches will be ESL State Certified.	
Campus principals will provide performance reviews and feedback, ensuring consistency among all administrators using T-TESS.	Principal Region 7 Specialist	Local	Weekly	100% of teachers will participate	
Teacher Incentive Allotment <ul style="list-style-type: none"> <li>TIA Stakeholder Group</li> </ul>	Superintendent Assistant Superintendent	Local	Monthly	100% of teachers will be eligible for incentive	

**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
Continue to provide security doors, wind screen on fencing, exterior door glass 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 Principals Technology Director	Local	August 2024 January 2025 May 2025	10% decrease in discipline referrals each six weeks.	
Continue to address the following in faculty meetings and PD. <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, &amp; Human Trafficking, Fentanyl/Opioid Prevention</li> <li>▪ Classroom Management</li> <li>▪ Dating Violence</li> <li>▪ Student Code of Conduct</li> <li>▪ Suicide Prevention</li> <li>▪ Bullying Protocol</li> <li>▪ Standard Response Protocol</li> <li>▪ Incident Command System</li> <li>▪ National Incident Management System</li> <li>▪ Grief and Trauma Informed</li> <li>▪ Stop the Bleed</li> </ul>	Assistant Superintendent Principals Counselors CAC SRO	Local	August 2024 January 2025	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/Sponsors</li> <li>▪ Identified CTE Teachers</li> <li>▪ Bus Drivers</li> </ul>	Assistant Superintendent Nurses Athletic Director Maintenance/Transportation Dir.	Local	August 2024 May 2025	100% of identified groups will participate.	
Ensure each campus has a trained TBSI team.	Special Ed Director Principals	Special Education Local	August 2024 May 2025	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>▪ Standard Response Protocol</li> <li>▪ Member of Region 7 Safety Coop</li> <li>▪ ICS</li> <li>▪ NIMS</li> </ul>	Superintendent Assistant Superintendent Maintenance Director Emergency Operations Team Region 7 Specialist	Local	Monthly August 2024	100% of staff will be informed of plan and respond appropriately in emergency situations.	
Create a learning environment of high expectations for all students through strict enforcement of Code of Conduct and through shared pride in accomplishments and appearance.	Principals Teachers	Local	August 2024 January 2025 May 2025	10% decrease in discipline referrals each six weeks.	
Utilize random dog searches for illegal substances.	Superintendent Principals	Local	Monthly	50% reduction in incidents of found contraband.	

[Type here]

2020

SEL & Campus character education program to teach and reward good behavior and character. <ul style="list-style-type: none"> <li>Wellness Plan</li> <li>Character Counts</li> </ul>	Assistant Superintendent Principals Counselors	Local	Monthly	10% decrease in discipline referrals each six weeks.	
Support and enforce health and safety for staff and students. <ul style="list-style-type: none"> <li>SHAC -District Wellness Plan</li> <li>Dating Violence Awareness</li> <li>Secure car lines with staff at drop off/dismissal</li> <li>High school mentors for young students</li> <li>Tech app for dismissal</li> <li>Fentanyl/Opioid Prevention</li> <li>Goal setting for classroom management</li> <li>Citizenship &amp; Character Education</li> <li>Support &amp; Enforce Health/Safety for staff/students</li> <li>Citizenship Awards</li> <li>Kona Ice PBIS</li> <li>Counselors suicide prevention</li> <li>Red Ribbon Week</li> </ul>	Superintendent Assistant Superintendent SPED Director Principals Counselors School Nurses SHAC Committee Mentors SRO	Local	Monthly	10% decrease in citations in "Minor in Possession". 10% decrease in discipline referrals each six weeks.	
Professional Development <ul style="list-style-type: none"> <li>SRP</li> <li>Dating Violence <ol style="list-style-type: none"> <li>Dating violence is not tolerated</li> <li>GSISD will immediately notify a parent if a student is an alleged victim</li> <li>Student will be trained in dating violence</li> </ol> </li> <li>Child Abuse and Maltreatment</li> <li>Mental Health</li> <li>FERPA</li> <li>504</li> <li>Bullying</li> <li>Suicide</li> <li>UIL Safety</li> <li>Human Trafficking</li> <li>Grief and Trauma</li> <li>Food Allergies &amp; Anaphylaxis</li> <li>Asthma, Diabetes, Epilepsy</li> <li>Bloodborne Pathogens</li> <li>Sexual Harassment</li> <li>Child Find</li> <li>Science Lab Safety</li> <li>Gifted/Talented</li> <li>New Teacher Orientation</li> <li>Other trainings specific to roles</li> <li>Substitute Training on Stop it and communication requirements to have cell phone with Raptor App and available to call office</li> </ul>	Assistant Superintendent Principals Teachers/Counselors/Principals	Local	October-February	100% of all staff will be trained	

Continued safety measures: <ul style="list-style-type: none"> <li>• All staff wear badges visible</li> <li>• Panic Alert Technology for all campuses</li> <li>• Anti-scaling for fencing</li> <li>• Entry resilient film to exterior doors and windows</li> <li>• Conduct exterior door sweeps weekly</li> <li>• Monthly check of AED's</li> <li>• Annual training on SRP for all staff/substitutes</li> </ul>	Assistant Superintendent Principals Teachers/Counselors/Principals	Local	August-June	100% prevention of school violence	
Training for all staff/substitutes in SSSP	Ass Superintendent <del>Director Operations</del>	Local	August 2024	100% Staff/Subs Trained	
SRO duties at each campus: MOU <ul style="list-style-type: none"> <li>• Added SRO</li> </ul>	Superintendent	Safety Allotment	Ongoing	100% prevention of school violence	
Walk Through Responder Training	Superintendent	Local	August 2024	100% prevention of school violence	
BTAT Team	Dir Operations	Local	September 2024	100% Team Trained	



### Title I, Part A Plan

The Title I, Part A Plan of Grand Saline ISD was developed in accordance with [Section 1112](#), to ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards (STAAR/EOC) and those children who are not meeting such standards. This plan was developed, reviewed, and revised with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, administrators, and with parents of children in schools served under Title I, Part A. The plan was coordinated with other programs under Every Student Succeeds Act (ESSA), the Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act of 1973, the Carl D. Perkins Career and Technical Education Act of 2006, the Workforce Innovation and Opportunity Act, the Head Start Act, the McKinney-Vento Homeless Assistance Act, the Adult Education and Family Literacy Act, and other Acts as appropriate.

Strategy	Formative Evaluation	Monitoring Timeline
The district has developed and implemented a well-rounded program of instruction to meet the academic needs of all students.	Lesson Plans	Grade Reporting Period
The district identifies students who may be at risk for academic failure	PEIMS Data	Snapshot; Enrollment
The district provides additional educational assistance to individual students who need help meeting the challenging State academic standards.	Report Cards MTSS Lists	Grade Reporting Period
The district identifies and implements strategies to strengthen academic programs and improve school conditions for student learning.	Ongoing CNA	Quarterly
The district utilizes data to identify and address disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out of field teachers.	Texas Equity Plan	Annually

The district provides services for children living in local institutions for neglected or delinquent children (if applicable).	Program Plan	Annually
The district provides services to homeless children and youths, to support their enrollment, attendance and success.	Homeless Liaison	Upon Enrollment, Needs Based
The district implements effective parent and family engagement.	Calendar of Events	Quarterly
The district supports, coordinates, and integrates services with early childhood education programs for the transition of participants in such programs to local elementary school programs.	Kindergarten Enrollment and Registration Event	Annually
The district facilitates effective transitions for students from middle grades to high school and high school to postsecondary education.	Secondary Enrollment and Registration Events; CCMR	Annually
The district utilizes data to reduce the overuse of discipline practices that remove students from the classroom.	PEIMS 425	Grade Report Period
<i>(If determined appropriate by the district)</i> The district supports the coordination and integration of academic and career and technical education through instructional strategies.	Master Schedule	Annually
<i>Other:</i>		

Grand Saline ISD

### 2024-2025 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:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG), or 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 (STAAR), or were granted <u>a</u> EB 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 EB in the Student Designation section of the Texas New Generation System (TX-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>Priority for Service (PFS) Action Plan</b>	<b>Filled Out By:</b> Debby Morse
<b>Region:</b> 7		<b>Date:</b> August 22, 2024

**School Year:** 2024-2025

**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).

<p><b><u>Goal(s):</u></b></p> <p>100% of eligible migratory, Priority for Service Students will be entered in to the TX-NGS data system by the TX-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.</p>	<p><b><u>Objective(s):</u></b></p> <p>To ensure 100% of the PFS students are prepared to transition to the next grade level through supports offered at the campus level.</p>
--	---

## Grand Saline ISD

Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Monitor the progress of MEP students who are on PFS.</b>			
<ul style="list-style-type: none"> <li>Monthly, run TX-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 2024-July 2025	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 the progress and determine needs of PFS migrant students.</b>			
<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

8-22-2024

Date Completed

**Identification and Recruitment  
Action Plan 2024-2025**

**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, 2024 and April, 2025	District data, plan	Certificate, 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, 2024 and April, 2025	Action Plan Templates, PowerPoint	Certificate, PFS Action Plan Template and ID&R Action Plan Template

**Identification and Recruitment  
Action Plan 2024-2025**

**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	TX-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	TX-NGS district reports, completed surveys
	Use Texas New Generation System and Migrant Student Interstate Exchange (TX-NGS and MSIX) to verify previously eligible Migrant students	Project districts and ESC	Upon enrollment or identification	Family survey	TX-NGS district reports, completed surveys
	Tracking late enrollment, early withdrawal	Grand Saline ISD and ESC	Upon enrollment and withdrawal	Family surveys and withdrawals	TX-NGS district reports, completed surveys
Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation



**Identification and Recruitment  
Action Plan 2024-2025**

Complete Electronic Certificate of Eligibility (ECOE)	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	ECOE's	Completed ECOE
Review ECOEs	Reviewer reviews ECOE and SDF, returns ECOE and SDF to recruiter if additional information is needed, then submits to Texas New Generation System (TX-NGS) Terminal Site for entry into to TX-NGS	Recruiter, Reviewer, TX-NGS data entry personnel	Within 7 days of parent signature	ECOE's	Completed ECOE with 2 signatures and TX-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, 2024- November 1, 2024. For 2 yr old turning 3, on or after 3rd birthday	ECOE's, School records	Updated ECOE, parent signature, TX-NGS residency verification report
Notify the school district when students qualify for the Migrant Education Program	Letter and a copy of the ECOE is sent to District Migrant Contact and to PEIMS Coordinator	ESC7 Migrant Department	Within 7 days of entry into TX-NGS	ECOE, letter	District's receipt of letter

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
-------------------	--------	-------------------	----------------------	-----------	----------------------

**Identification and Recruitment  
Action Plan 2024-2025**

Maintain a strong system of Quality Control	Eligibility Review-Forward ECOEs with more than one comment to ESC for review. Follow protocol for ECOEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual. Project Districts send a copy of ECOEs 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, 2025	TX-NGS forms	Completed TX-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	ECOEes	ECOE 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, 2025	ECOEes, TEA guidance	TEA report

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
-------------------	--------	-------------------	----------------------	-----------	----------------------

ESC 7 Migrant Education Program Advisory Council

**Identification and Recruitment  
Action Plan 2024-2025**

Grand Saline ISD

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 ECOE	MEP staff	Ongoing	List of entities	Calendars, agendas, data

**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
---------------------	----------	-------------------	----------------------	-----------	----------------------

Created: 04/01/2015

Page 5 of 6  
Reviewed: 01/24/2024

Revised: 03/24/2022

ESC 7 Migrant Education Program Advisory Council

**Identification and Recruitment  
Action Plan 2024-2025**

Grand Saline ISD

Parent Advisory Committee (PAC)	Parent questionnaire	ESC and Districts	September - October 2024	Questionnaire and listserv	Completed questionnaire
	Gather data	ESC and Districts	November, 2024	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

Created: 04/01/2015

Page 6 of 6  
Reviewed: 01/24/2024

Revised: 03/24/2022

### Title I, Part A Plan

The Title I, Part A Plan of Grand Saline ISD was developed in accordance with [Section 1112](#), to ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards (STAAR/EOC) and those children who are not meeting such standards. This plan was developed, reviewed, and revised with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, administrators, and with parents of children in schools served under Title I, Part A. The plan was coordinated with other programs under Every Student Succeeds Act (ESSA), the Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act of 1973, the Carl D. Perkins Career and Technical Education Act of 2006, the Workforce Innovation and Opportunity Act, the Head Start Act, the McKinney-Vento Homeless Assistance Act, the Adult Education and Family Literacy Act, and other Acts as appropriate.

Strategy	Formative Evaluation	Monitoring Timeline
The district has developed and implemented a well-rounded program of instruction to meet the academic needs of all students.	Lesson Plans	Grade Reporting Period
The district identifies students who may be at risk for academic failure	PEIMS Data	Snapshot; Enrollment
The district provides additional educational assistance to individual students who need help meeting the challenging State academic standards.	Report Cards MTSS Lists	Grade Reporting Period
The district identifies and implements strategies to strengthen academic programs and improve school conditions for student learning.	Ongoing CNA	Quarterly
The district utilizes data to identify and address disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out of field teachers.	Texas Equity Plan	Annually

The district provides services for children living in local institutions for neglected or delinquent children (if applicable).	Program Plan	Annually
The district provides services to homeless children and youths, to support their enrollment, attendance and success.	Homeless Liaison	Upon Enrollment, Needs Based
The district implements effective parent and family engagement.	Calendar of Events	Quarterly
The district supports, coordinates, and integrates services with early childhood education programs for the transition of participants in such programs to local elementary school programs.	Kindergarten Enrollment and Registration Event	Annually
The district facilitates effective transitions for students from middle grades to high school and high school to postsecondary education.	Secondary Enrollment and Registration Events; CCMR	Annually
The district utilizes data to reduce the overuse of discipline practices that remove students from the classroom.	PEIMS 425	Grade Report Period
<i>(If determined appropriate by the district)</i> The district supports the coordination and integration of academic and career and technical education through instructional strategies.	Master Schedule	Annually
<i>Other:</i>		

## GSISD PK-K Family Engagement Plan

### Purpose

Grand Saline ISD is dedicated to providing quality education leading to a high school diploma for every student in our district. To accomplish this objective, we seek to partner with parents and provide opportunities for them to take an active role in their child's education. This partnership begins in the Pre-K years. Research shows that students achieve more when their parents are supportive of education, participate in decision-making at school, communicate regularly with teachers, engage with their child in learning opportunities at home, school, and in the community.

Learning objectives will be shared with parents of Pre-K/K during face-to-face conferences with teachers. These conferences will give parents the opportunity to provide information about their child's strengths and skills and to partner with teachers in preparing for a successful school year.

Grand Saline ISD expects each student to master the learning objectives. Support for all Pre-K/K students is available through the Title 1 program, the High-Quality Prekindergarten Grant program, and various other educational services provided through the district.

### Family Engagement Components

The components and strategies of the Grand Saline Elementary Campus Plan for Family Engagement contain the following elements: creating a foundation for collaboration of mutual partners; embracing the individuality and uniqueness of families; promoting a culture of learning that is child-centered and family driven; the plan does establish and articulate expectations; the plan provides for annual surveys to evaluate program effectiveness to improve family engagement efforts. The plan provides for Family Engagement to facilitate family-to-family support: provide a parent room that allows parents to network, work on continuing education, etc...; encourage adult males to be involved in planning and participating in annual male involvement event; have monthly parent meetings and base topics on parent needs or requests as dictated by parent survey; ask parents to speak at parent meeting who can share about a given topic; elect parent committee members with various roles in conducting monthly parent trainings.

The plan establishes a network of community resources: display a parent board in the hall with job openings, local sport registrations, bulletins, local family events; school liaison to build relationships with local businesses-EX. bank re comes to parent meeting and discuss finances, local dentist gives lesson caring for teeth, etc...; work with local churches to provide school supplies or food backpack program; mental health staff provides resources to parents to help child behavior or family crisis; staff works with parents to find a dental home, medical home, apply for Medicaid, SNAP, TANF, etc...

To increase family participation in decision making: parents are elected annually from parent committee to become a member of the Policy Council; include parents on site base team; liaison will develop goals with each family based on needs assessment and work with them at least monthly on the progress toward meeting the goal.

To equip families with tools to enhance and extend learning time: will provide GED study materials to parents; have a lending library for parents; monthly parent letters; provide transition meeting opportunities to assist children moving to kindergarten - tour the school, invite

## GSISD PK-K Family Engagement Plan

kindergarten teachers to parent meeting.

To provide ongoing professional development opportunities for educators on culturally responsive, evidence based strategies that support the education of the child: intentional coaching, professional opportunities to further enhance knowledge which include classroom management skills, language development, CLI Engage, Conscious Discipline and School Readiness.

The plan will evaluate family engagement efforts and use evaluations for continuous support. It is the goal of the district to involve all parents in all school activities. Family Engagement is the key to children's school readiness.

The Grand Saline ISD PK/K Family Engagement Policy will:

1. Increase family participation in decision-making;
2. Equip families with tools to enhance and extend learning;
3. Establish a network of community resources for families;
4. Facilitate family-to-family support;
5. Strengthen staff skills in supporting families
6. Evaluate family engagement efforts and work for continuous improvement.

### Family Engagement Strategies

1. Increase family participation in decision-making:
  - a. Because parents are “the experts” on their own children, two-way communication in conferences with the teachers and school staff is critical to the development of individualized instruction, assessments, and strategies to connect learning at home and school. Parent conferences will be scheduled at times that are suitable for parents to insure high levels of participation. Translators will be provided when needed.
  - b. An Advisory Council will be created and will include parents, school staff, and community representatives. The Council will contribute to the development and implementation of family engagement goals within the campus and district improvement plans. The Council will solicit input from all PK families through surveys and focus groups to use in the development of a family engagement program that is responsive to the needs of families. The Advisory Council will review policies, procedures, and evaluation data related to PK family engagement and will make recommendations regarding continuous improvement.
  - c. Parent training opportunities will be scheduled to build capacity for family leadership, problem solving, decision-making, and to advocate for their own children’s learning and development.
  - d. Parents will be asked to sign an agreement to attend a minimum of 10 Family Engagement Events throughout the school year. Awards will be presented at a recognition event in May.
2. Equip families with tools to enhance and extend learning:
  - a. Conduct a PK Roundup over several days in the Spring for the purpose of making connections with families, establishing the expectation for family participation in school and for two-way communication, and facilitating a supportive transition to school for students and parents. Families will have the opportunity to meet school staff, learn about the PK program, provide input regarding their specific needs, complete registration



### GSISD PK-K Family Engagement Plan

paperwork, learn about school-wide policies and procedures, ask questions, and connect with other families. Class visits will be scheduled for the purpose of building understanding of the design of the PK classroom and schedule and for establishing familiarity that will help with the transition to school.

- b. A webpage will be maintained for PK Families where they will be able to get information regarding learning at home and strengthening the family/school partnership, including helpful websites for family learning activities, curricular links, and adult learning opportunities. In addition, families will find links to information related to health and community resources, and links to information that will assist families to implement best practices in meeting the needs of the child in areas such as age-appropriate developmental expectations, attachment and nurturing, positive behavior strategies, non-punitive discipline strategies, and activities that families can do together.
  - c. Newsletters, Year-at-a-Glance calendar, conferences, phone calls, online resources, and social media will be utilized for communicating with parents regarding ways to engage in home learning activities, the school calendar, family engagement events, and community offerings.
  - d. Opportunities will be provided throughout the year for parents to observe the classroom teacher to learn age-appropriate methods for reading to their child and building comprehension skills at home, creating awareness of environmental print, writing words and dictating stories, and applying basic mathematics to everyday life.
3. Establish a network of community resources for families:
    - a. Continue strategic partnership with Head Start to assist with family engagement activities, communication of program goals, transition planning for students from early childhood settings, culturally relevant resources, translators, and in monitoring and evaluating the policies and practices of the PK program to stimulate innovation and creative learning pathways.
    - b. Leverage community resources through Tri-County Action Agency, Boys & Girls Club, and other business, faith-based and community agencies for providing for family needs, including healthcare, childcare, counseling, weekend backpack meal program, clothing, and emergency services.
  4. Facilitate family-to-family support:
    - a. Provide multiple opportunities for families to engage with and learn from each other as individuals and in groups about topics such as parenting, adult education, and career experiences.
    - b. Ensure continuous participation in family events by engaging parents and former participants in the planning and implementation of events relative to current families.
  5. Strengthen staff skills in supporting families:
    - a. Conduct on-going professional development to strengthen educators' understanding of the research in support of family engagement and of specific strategies for promoting and developing family engagement in order to improve teaching and learning.
    - b. Prepare educators to respond in a culturally responsive manner when communicating with families and implementing family engagement activities.
    - c. Prepare educators to address challenges in a problem-solving manner and to effectively communicate information to families in crisis.

## GSISD PK-K Family Engagement Plan

---

6. Evaluate family engagement efforts and work for continuous improvement:
  - a. The Advisory Council will participate in collecting data on a cyclical basis to monitor family engagement, continuous participation, and to evaluate results for continuous improvement and adjustment of the Family Engagement Plan. Collection will include data related to specific populations for the purpose of narrowing the achievement gap and data that demonstrates the alignment between the Family Engagement Plan and the campus/district improvement plan.
  - b. Teachers will be an integral part of the evaluation process by participation on the Advisory Council. They will also conduct goal-oriented home visits to collect information regarding strengths, interests, and needs of families to be used for improvement and adjustment of the Family Engagement Plan.

District Contact: Debby Morse, Assistant Superintendent  
[dmorse@grandsalineisd.net](mailto:dmorse@grandsalineisd.net)  
903-963-8171



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