

Seguin Independent School District

District Improvement Plan

2018-2019

Accountability Rating: C



Mission Statement

To cultivate, inspire and empower students to grow and learn.

Vision

Exceptional students to exceptional citizens

Core Beliefs

Students grow academically, emotionally and socially when creative and imaginative educators ignite their passions.

The learning experience should be engaging, relevant and collaborative to meet the needs of all.

Parent, community and industry partners are essential for student success

Teachers foster student curiosity and initiative through meaningful and relevant learning experiences.

Relationships that nurture student growth and development are key to success.

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Comprehensive Needs Assessment

Needs Assessment Overview

The Seguin ISD District Educational Improvement Committee (DEIC) began the Comprehensive Needs Assessment for the 2018-19 school year in the Spring 2018. On March 19, Cindy Borden provided training to the DEIC at the regular meeting. DEIC members had the opportunity to select one of the following committees to serve:

- Demographics
- Student Achievement
- Perceptions
- Processes & Programs

On April 16 during the regular DEIC meeting, the 4 committees met to begin the data analysis process. Each committee lead brought data to review. The committees analyzed the data to determine potential problem statements.

On May 7 during the regular DEIC meeting, the committees met again to continue the data analysis process and determine root causes. Committee leads brought additional data as necessary to identify the needs of the district.

On June 11, the committees took a final review of their work from the past months; the committee leads presented problem statements to the DEIC as a whole group. The DEIC members participated in an activity whereby they individually rated each problem statement with a color-coded sticker. A Red sticker meant the problem statement has a high priority, a yellow sticker indicated a moderate priority, and a blue sticker indicated a low priority problem statement. This activity allowed the DEIC to hone in on common problems across all areas.

Demographics

Demographics Summary

Seguin ISD, located in the heart of Guadalupe County, is a 5A district with approximately 7467 students. The district has one PreK campus, 7 elementary schools (grades K-5), 2 middle schools (grades 6-8), 1 comprehensive high school and 1 Alternative Education Accountability campus. Seguin High School offers Early College High School to all students; in June 2018 31 students graduated from Seguin High School with an associate's degree. The ethnic breakdown has remained steady for the past three years at approximately 5% African American, 70% Hispanic, 23% White, and 1% Two or More Races.

The district has approximately 67% economically disadvantaged students, 12% English Language Learners, 52% at risk, 11% special ed, 0.5% Migrant, .25% Homeless, 50% Title I, and 7% 504. Dropout rates are below 1%, and 4 year graduation rate increased from 91.5% in 2016 to 95.5% in 2017.

The teacher demographics are 5% African American, 27% Hispanic, and 68% White. 25% are male, 75% are female. 10% of the teachers are in their first year, 32% have between 1-5 years experience, 23% have between 6-10 years experience, 21% have between 11-20 years experience, and 14% have over 20 years experience. The average years of experience is 9.7 Teacher turnover rate has increased from 18.1 to 22.5.

Demographics Strengths

The demographics of Seguin ISD have remained relatively consistent.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Staff turnover rate continues to be higher than the state average. **Root Cause:** Seguin ISD competes with higher-paying, higher-density districts nearby that attract young teachers away.

Problem Statement 2: Discipline data shows an increase in the use of exclusionary discipline for the All Student group and Special Ed group. **Root Cause:** Seguin ISD does not implement positive behavior strategies consistently across all campuses.

Problem Statement 3: Student attendance continues to be below the state average, with the overall attendance percentage dropping 0.58% in the past school year.

Problem Statement 4: The attendance rates and academic achievement for Migrant and Homeless populations continue to be lower than the all student group.

Student Academic Achievement

Student Academic Achievement Summary

From 2013 - 2017, the state accountability system measured four indexes - Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. Accountability ratings of "Met Standard: or "Improvement Required" were assigned to campuses and districts based on the scores earned in each index. Seguin ISD has earned a "Met Standard" rating since 2013.

Due to changes in the law, in 2018 the state accountability system is moving to a system that evaluates performance according to three domains:

- **Student Achievement** evaluates performance across all subjects for all students, on state assessments, College, Career, and Military Readiness (CCMR) indicators, and graduation rates.
- **School Progress** measures district and campus outcomes in two areas: the number of students that grew at least one year academically as measured by STAAR results and the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.
- **Closing the Gaps** uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds and other factors. The indicators in this domain align the state accountability with the Every Student Succeeds Act (ESSA).

Labels of *A*, *B*, *C*, or *D* will be assigned for overall performance and for performance in each domain to **DISTRICTS** that meet the performance target for the letter grade. A label of *F* will be assigned for overall performance and for performance in each domain to districts that do not meet the performance target to earn at least a *D*.

A *Met Standard* label will be assigned for overall performance and for performance in each domain to campuses that meet performance targets. An *Improvement Required* label will be assigned for overall performance and for performance in each domain to campuses that do not meet the performance targets.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The district performed 7-8 percentage points below the state and region in reading, math, and science. In addition, Seguin ISD performed 5-6 percentage points below in writing and social studies as reported on TAPR 2016-17.

Problem Statement 2: The special education population continues to perform below 45% passing rate for each subject across tested grade levels.

Problem Statement 3: English Learners (ELs) score 16 percentage points below the state average across tested grade levels.

Problem Statement 4: The district attendance rate has decreased over the past three years from 94.1% in 2013-14 to 93.7% in 2014-15 to 93.2% in 2015-16.

District Processes & Programs

District Processes & Programs Summary

The committee reviewed district processes and programs and made the following determinations:

The district does not have identified processes or programs for teaching writing. Writing scores were behind the state averages in all areas. This is an area to address in the plan for improvement.

Special programs, (ESL/BIL, and SPED) do not have consistent programs or written procedures for programming and procedures across the district. There are not standard methods of program monitoring and evaluation in place. There is a lack of consistency in resources and programming across the district. There are not programmatic standards that staff in each program can utilize to understand their roles and responsibilities as special program teachers.

The district has a strong RTI plan in place that is not currently implemented consistently across the district. This plan can be revitalized and revisited for consistent implementation.

There are some practices in place to recruit teacher but there are not significant methods in place to address teacher retention.

District Processes & Programs Strengths

The LLS department has addressed standardized assessments in reading and math and has procedures for such assessments. The Human Resources department recruits staff through attendance at job fairs across the state. The district has a strong RTI plan in place that needs to be revisited.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Student achievement is lower in the area of writing across all grade levels.

Problem Statement 2: Subpopulations (special education and ELL students) have lower achievement results than the general population.

Problem Statement 3: There is a high rate of teacher turnover in the district.

Problem Statement 4: The district needs a strong focus on professional learning. **Root Cause:** The district did not have the proper organizational structure to identify and support instructional initiatives.

Perceptions

Perceptions Summary

Based on various surveys and stakeholder input, climate and culture based perceptions vary across student groups. Survey data shows that campus staff members generally have positive views and feedback regarding campus/district support in the following areas: 1) feeling valued at the campus 2) feeling safe at the campus 3) receive opportunities to learn and grow 4) making a difference 5) receiving professional treatment from district offices. The teacher turnover rate has lessened slightly over the past academic year as compared to previous years. The district has taken the lead on school safety measures including ALICE training and various drills to practice emergency responses. Police officers are visible on campuses and administration is generally visible as well. While multiple opportunities for student connectedness exist at all levels, it has been stated that students feel different about school based on their respective levels of connectedness. Parent and community involvement continue to vary according to level and by campus. While family academic nights and social nights do gather significant numbers of parents at the elementary level, middle, and high school, campuses still work to increase parental involvement on a larger scale. Often times, parental support occurs from the parents of the students who achieve success, but struggling students continue to lack necessary levels of parental involvement. Student attendance continues to be a focus across the district.

Perceptions Strengths

Graduation rates have continued to remain above 95% (4 year graduation rate).

The Early College High School has had it's first cohort of Associates Degree graduates (31).

Systems have been put in place to monitor Response to Intervention efforts across the district.

There has been an intentional focus to concentrate on early literacy (MyON efforts) at the elementary levels.

College readiness measures have been introduced to SISD in the form of AVID at Vogel elementary.

Jefferson and McQueeney elementaries have added the LiiNK program to focus on student engagement, learning, and character education.

Dual language programs have been added at 4 elementary campuses to support literacy.

The Special Education department has partnered with Region 13 to assess current staffing patterns to optimize student support.

Campus safety measures continue to be a top priority.

New teacher mentoring programs have been added to improve the teaching capacity of new teachers and to help retain current employees.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: A protocol for implementing stakeholder input into district initiatives is not evident.

Problem Statement 2: Community involvement and parent participation levels at some district events are low

Problem Statement 3: The approach to handling discipline issues across the district has continued to be reactive in nature. **Root Cause:** The district and campuses need to focus on strategies to increase authentic student engagement and rigor in all lessons across the district.

Problem Statement 4: Student participation in clubs, programs, and organizations is not at an optimal level **Root Cause:** While various clubs, organizations, and programs exist across grade levels, there has not been sufficient effort to diversify the offerings necessary to attract and engage all students.

Problem Statement 5: Anecdotal evidence from parents and community members reveal concerns regarding customer service

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject

Employee Data

- State certified and high quality staff data
- Teacher/Student Ratio
- Professional development needs assessment data

Goals

Revised/Approved: October 30, 2018

Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

Performance Objective 1: TEACHING AND LEARNING: By focusing on curriculum alignment, instructional practices, and support for special programs and sub-populations, Seguin ISD will show an increase in the percentage of students who achieve the Approaches/Meets/Masters performance levels from 67%/38%/15% to 73%/41%/18% in 2019 and 78%/45%/20% in 2020.

Evaluation Data Source(s) 1: STAAR assessments, benchmarks

Summative Evaluation 1:

TEA Priorities: 4. Improve low-performing schools.





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize the revised Seguin ISD Purposeful Planning Protocol, which includes TEKS Resource System, the Region 13 TEKS Resource System Curriculum Maps, and revised district instructional frameworks by content.		Director of Elementary and Multilingual, Director of Secondary and Advanced Academics, LLS Content Coordinators	All lesson plans will be aligned to the state curriculum with appropriate levels of rigor. Checkpoint: By the first reporting period, the LLS coordinators will have supported 100% of campuses through attendance and participation in PLCs.				
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Develop essential practices for professional learning communities (PLCs), focusing on purposeful planning, instructional practices, and data analysis.</p>	2.4	Director of Elementary and Multilingual, Director of Secondary and Advanced Academics, LLS Content Coordinators	Build capacity of campus personnel to carry out the practice of Professional Learning Communities and improve targeted Tier 1 instruction. By November all PLCs will be implementing common agendas and protocols.				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1							

3) Professional Learning: see TEA Notes and Strategic Plan for required trainings.							
<p style="text-align: center;">PBMAS</p> <p style="text-align: center;">Critical Success Factors</p> <p style="text-align: center;">CSF 1</p> <p>4) Develop and implement district wide models for the provision of special education services outlining teacher roles, responsibilities and duties and ensuring a full continuum of services is available.</p>	2.4, 2.5, 2.6	Director of Special Education, Special Education Coordinators and District ARD Facilitators	<p>Special education teachers will understand their roles, responsibilities and duties with regard to the provision of special education services to better meet student needs.</p> <p>Checkpoint: teachers will utilize the Level of Support model to plan services for students</p> <p>Checkpoint: Teachers will utilize the case manager notebook to documenting services.</p> <p>November: All teachers receive training on the Case Manager notebook and are utilizing it for documentation of sped services.</p>				
<p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: 224 Federal SpEd - 0.00</p>							
<p style="text-align: center;">Critical Success Factors</p> <p style="text-align: center;">CSF 1 CSF 7</p> <p>5) Implement district writing framework, using Empowering Writers.</p>		Director of Elementary and Multilingual, Director of Secondary and Advanced Academics, Elementary ELAR and Multilingual Coordinator, Secondary ELAR Coordinator	<p>The Empowering Writers framework will be used in all ELAR classes district-wide.</p> <p>Checkpoint #1: Train all ELAR teachers on Empowering Writers framework.</p> <p>Checkpoint #2: Monitor implementation of the framework through classroom observations and district assessments (CBAs and Benchmarks).</p>				
<p style="text-align: center;">Critical Success Factors</p> <p style="text-align: center;">CSF 1</p> <p>6) Provide support and professional learning to middle school campuses in the implementation of the Strategic Instruction Model (SIM).</p>		Director of Secondary and Advanced Academics	<p>Both middle school campuses will implement the Strategic Instruction Model (SIM).</p> <p>Checkpoint: Identify campus support days for Region 13 team and area(s) of coaching support.</p>				

<p align="center">PBMAS</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 7</p> <p>7) Utilize elementary Instructional Coaches, secondary Academic Deans, Trailblazers, and grade level/department leads to provide instructional support and job-embedded professional development to teachers.</p>	2.4, 2.6	Director of Elementary and Multilingual, Director of Secondary and Advanced Academics, LLS Content Coordinators				
	<p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: 255 Title II - 165000.00</p>					
<p align="center">Critical Success Factors</p> <p align="center">CSF 3 CSF 6 CSF 7</p> <p>8) Provide professional development, workshop, and conference opportunities to teachers, Instructional Coaches, Directors, and/or Coordinators.</p>		Federal Programs Director, Director of Professional Learning	Build leadership and instructional capacity. By November, all registration for PL activities will be completed.			
	<p>Problem Statements: School Processes & Programs 4</p> <p>Funding Sources: 211 Title I A - 50000.00, 255 Title II - 8500.00</p>					
<p>9) Provide support to participating private non-profit campuses through professional learning opportunities and tutoring to students.</p>		Federal Programs Director	Participating PNP students will show an increase in achievement. By November, all PNP plans will be submitted to Seguin ISD.			
	<p>Problem Statements: Perceptions 2</p> <p>Funding Sources: 211 Title I A - 10000.00, 255 Title II - 10000.00, 289 Title IV - 5000.00</p>					
<p align="center">Critical Success Factors</p> <p align="center">CSF 2 CSF 3 CSF 7</p> <p>10) Expand the district organizational structure to provide coordinators in all content areas and a school improvement officer to facilitate continuous improvement at all campuses across the district.</p>		Assistant Superintendent of LLS and School Improvement Officer.	Lesson plans			
	<p>Funding Sources: 255 Title II - 45000.00, 211 Title I A - 50000.00, 199-General Fund - 200000.00</p>					
<p align="center">Critical Success Factors</p> <p align="center">CSF 3 CSF 5 CSF 7</p> <p>11) Provide support for the administration of the Every Student Succeeds Act (ESSA) grant, through a Director of Federal Programs and secretary, including the application, budgets, compliance, and training as necessary.</p>	2.5, 3.1	Director of Federal Programs	The district and all campuses will be fully compliant with all Title programs. By November, the district and all campuses will have approved CIPs and budgets in place.			
	<p>Funding Sources: 211 Title I A - 67500.00, 199-General Fund - 0.00</p>					

<p>12) Implement a district model for serving gifted and talented students, based on the Texas State Plan for the Education of Gifted/Talented Students.</p>		<p>Director of Secondary and Advanced Academics</p>	<p>Provide a viable district program for serving gifted and talented students.</p> <p>Checkpoint: Quarterly meetings with gifted and talented elementary facilitators.</p>				
<p>Funding Sources: 199 PIC 21 GT - 0.00</p>							
<p>13) Provide campus-level support for English Language learners in the delivery of rigorous and relevant instruction and the implementation of school improvement activities through the use of paraprofessionals in the classroom.</p>		<p>Director of Multi-Lingual Education</p>	<p>Bilingual and ESL students will have an increase in language acquisition as measured by the TELPAS proficiency language descriptors (PLDs).</p> <p>By November, the Multilingual will meet with all BE/ESL paraprofessionals to review the PLDs.</p>				
<p>Problem Statements: Student Academic Achievement 3</p>							
<p>Funding Sources: 211 Title I A - 180000.00, 263 Title III A - 55000.00, 199-General Fund - 80000.00</p>							
<p>Critical Success Factors CSF 1 CSF 7</p> <p>14) Develop and implement an Innovative Teaching Academy.</p>	<p>2.4, 2.5, 2.6</p>	<p>Associate Superintendent of Technology Director of Digital Learning</p>	<p>Teachers will identify and implement innovative pedagogies.</p> <p>Increase teacher leadership capacity.</p>				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>15) The district will support summer school for students who have not met the passing standard in reading and math, for bilingual PK-K students, with the goal of increasing student achievement.</p>		<p>Assistant Superintendent for Learning & Leadership Services</p>	<p>Students will increase their STAAR scores.</p> <p>By late January, the LLS department will hold a Summer School planning meeting.</p>				
<p>Funding Sources: 211 Title I A - 35000.00, 199-General Fund - 175000.00</p>							

<p align="center">PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>16) Build capacity with instructional leaders to monitor and oversee the provision of special education services and develop plans for self-monitoring campus programs.</p>	2.4, 2.5, 2.6	Director of Special Education, Asst Superintendent for Learning and Leadership Services,	<p>Campus leaders will understand and more closely monitor special education programs for compliance and educational impact.</p> <p>Checkpoint: Administrators will monitor the use of the Case Manager Notebook by special education teachers and oversee program implementation, documentation and data collection each 6 weeks period.</p> <p>Checkpoint: Teacher performance regarding documentation and program implementation will be used by campus administration to complete TTESS evaluations for teachers.</p> <p>November: All administrators will receive training on the usage of the case manager notebook and relevant compliance issues in special education programs. Administrators will be conducting reviews of the case manager notebook at the end of each 6 weeks.</p>				
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>17) Implement the Rigor/Relevance Framework at secondary campuses, to include the Campus Instructional Review (CIR) process.</p>		Director of Secondary and Advanced Academics	<p>All secondary campuses will use the CIR rubrics as tools for planning and instruction.</p> <p>Checkpoint: Conduct CIR visits with ICLE consultant in October and November.</p>				
<p align="center">PBMAS Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>18) Provide identified professional learning to CTE teachers to address and support the academic needs of all students, particularly for special population. Implement, monitor, and evaluate</p>	2.4, 2.5, 2.6	CTE Director	<p>CTE teachers will understand their roles, responsibilities and duties with regard to the provision of special population services to better meet the needs of students and ensure the provision of quality services to improve student outcomes.</p>				
Funding Sources: 244 CTE Perkins - 0.00							
<p align="center">PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>19) Monitor and ensure the use of SIOP strategies in CTE classrooms.</p>	2.4, 2.5, 2.6	CTE Director Dean of Instruction	<p>Improve achievement of ELL students on state assessments.</p>				
Funding Sources: 244 CTE Perkins - 0.00							

<p>Critical Success Factors CSF 1 CSF 5</p> <p>20) Identify and implement improvements to district STEAM Fair, including possibility of coding and robotics competitions, move to May, modifications to Science fair project categories, etc.</p>	2.4, 2.5, 2.6	Director of Digital Learning; Science Coordinator	<p>Increased attendance and participation at STEAM Fair.</p> <p>Greater depth of rigor and inquiry in Science Fair.</p>				
<p>PBMAS Critical Success Factors CSF 7</p> <p>21) Provide training and certification test reimbursement for teachers who are seeking ESL certification.</p>		Director Of Elementary and Multilingual Education.	<p>Increase the number of ESL certified teachers in Seguin ISD.</p> <p>By November, evidence of training should be implemented in the classroom.</p>				
<p>Problem Statements: Student Academic Achievement 3</p> <p>Funding Sources: 263 Title III A - 11500.00</p>							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>22) Provide training to parents of English Learners to support their students at home.</p>	3.1	Director of Elementary and Multilingual Education	<p>Increase in representation of the parents of ELs at school functions.</p> <p>By November, parents will have been identified and notified of the conference.</p>				
<p>Problem Statements: Student Academic Achievement 3</p> <p>Funding Sources: 263 Title III A - 500.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: The district performed 7-8 percentage points below the state and region in reading, math, and science. In addition, Seguin ISD performed 5-6 percentage points below in writing and social studies as reported on TAPR 2016-17.
Problem Statement 3: English Learners (ELs) score 16 percentage points below the state average across tested grade levels.
School Processes & Programs
Problem Statement 1: Student achievement is lower in the area of writing across all grade levels.
Problem Statement 2: Subpopulations (special education and ELL students) have lower achievement results than the general population.
Problem Statement 4: The district needs a strong focus on professional learning. Root Cause 4: The district did not have the proper organizational structure to identify and support instructional initiatives.
Perceptions
Problem Statement 2: Community involvement and parent participation levels at some district events are low

Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

Performance Objective 2: POST-SECONDARY READINESS: At the high school level, Seguin ISD will increase the targets met from 22% to 33% in the School Quality Status (CCMR) component of Closing the Gap domain. At the middle and elementary schools, Seguin ISD will increase the targets met from 18% to 32% in the Academic Achievement component of the Closing the Gap domain.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 1) Increase course offerings and associated licensure programs in the Career & Technology Education Programs	2.4, 2.5, 2.6	Campus Administrators CTE Director	Master Schedule. Number of students obtaining industry-based certifications				
	Funding Sources: 244 CTE Perkins - 0.00						
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 CSF 7 2) Use Perkins funds to provide students with financial hardships equal opportunity to obtain licensure through certification testing.	2.5, 2.6	CTE Director	Increase number of industry-based certifications.				
	Funding Sources: 244 CTE Perkins - 0.00						

Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

Performance Objective 3: WHOLE CHILD SOCIAL EMOTIONAL LEARNING: Seguin ISD will increase learning opportunities that support and reinforce the health and well-being of all students by addressing safety, lifetime fitness, school attendance, extra-curricular activities and the emotional support of all student populations. Seguin ISD will increase attendance from 92.89% to 94.00%, and decrease out of school suspensions by 10% from 664 to 599.

Evaluation Data Source(s) 3: Student attendance, discipline referrals, climate surveys, employee attendance, drop-out data, homeless, migrant, participation in extra-curricular activities


Summative Evaluation 3:

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide support to homeless students attending Title I and non-Title I campuses through the efforts of a Homeless coordinator,		Executive Director of Student Services	Homeless students will be appropriately identified and receive appropriate support services.				
	Funding Sources: 211 Title I A - 42000.00						
2) Provide transportation to campuses for Foster students.		Executive Director of Student Services	Foster students in need will have transportation to their originating school.				
	Funding Sources: 211 Title I A - 1000.00						
3) Provide resources to identified homeless students including school supplies, emergency clothing, hygiene products, government assistance program referrals, and free school meals.		Student Support Specialist	Homeless students will receive the needed supplies so they can attend school.				
	Funding Sources: 206 - TEHCY (Homeless) - 12450.00						
4) Provide monthly McKinney-Vento rosters and meet with students failing one or more core courses.		Executive Director of Student Services	Rosters, Grades, Attendance				
5) Provide LEADERS Program for Homeless Students in June to build leadership, communication skills, and college/career readiness. Program includes, student transportation, fees for events, facilitators, and meals/snacks for participants.		Executive Director of Student Services	Registration form, Student Sign-in sheets, Agendas, facilitator time sheets, contract with University				
	Funding Sources: 206 - TEHCY (Homeless) - 8987.00						
6) Participate in District Attendance Team meetings to target truancy and academic progress of homeless students to reduce dropout potential.		Executive Director of Student Services	TEAMS Attendance reports, Dropout reports. We are projecting to see a 1.5% increase in attendance for all homeless students.				

7) Provide Achievers Session (4 1/2 day) for 6th through 8th grade students experiencing homelessness to build leadership and communication skills and college/career awareness. Program includes, student transportation, facilitator and meals/snacks for participants.	Executive Director of Student Services	Registration form, Student Sign-in sheets, Agendas, facilitator time sheets, contract with University.				
	Funding Sources: 206 - TEHCY (Homeless) - 0.00					
8) Utilize Title 1-C funds to continue to recruit, monitor, provide services, and attend training to serve Migrant students.	Executive Director of Student Services	Migrant students will be appropriately identified and provided support services as appropriate to keep students in school and be successful.				
	Problem Statements: Demographics 4 Funding Sources: 212 Title I C - 30000.00					
9) Provide Migrant Achievers Club for students in grades 6th through 8th to promote student achievement, college awareness leadership and team building skills.	Executive Director of Student Services	By providing extra curricular opportunities for Migrant students, attendance will increase.				
	Problem Statements: Demographics 4 Funding Sources: 212 Title I C - 500.00					
10) Provide Matador LEADERS club sessions for active 9th to 12th grade migrant students to support student achievement, academic success, build self-esteem, provide leadership and team building opportunities, and increase college and career readiness. Including St. Edwards College Assistance to Migrants Program Preview Day, Young Leaders Conference-St. Phillips College, Project Pathway - ESC 13, Close-Up Foundation-Washington D.C.	Executive Director of Student Services	By providing extra curricular opportunities for Migrant students, attendance will increase.				
	Problem Statements: Demographics 4 Funding Sources: 212 Title I C - 5000.00					
11) Collaborate with McKinney-Vento program to provide LEADERS Summer Program for Migrant 9th to 11th graders (if slots are available). Purpose of the summit is to build leadership, communication skills, promote college and career readiness. Provide instructional materials and supplies for migrant students participating in the program.	Executive Director of Student Services	By providing extra curricular opportunities for Migrant students, attendance and participation will increase.				
	Problem Statements: Demographics 4 Funding Sources: 212 Title I C - 1000.00					
12) Continue to provide Migrant Tutor services to PFS students, as needed, in 3rd through 12th grades to support academic achievement, mentoring and leadership development during tutoring, leadership sessions and summer leadership summit. Continue to attend training to support PFS student.	Executive Director of Student Services	The academic achievement for the Migrant population will increase. Teresa will update this impact.				
	Problem Statements: Demographics 4 Funding Sources: 212 Title I C - 4000.00					

13) Collaborate with McKinney-Vento program to provide Achievers half-day workshops for 6th to 8th grade students (when slots available) to provide information on available academic support services, study skills, leadership opportunities, STEM activities, and career awareness.		Executive Director of Student Services	Increase the academic success of identified homeless students.				
Problem Statements: Demographics 4 Funding Sources: 206 - TEHCY (Homeless) - 500.00							
14) Provide school clothing/school supplies for Migrant students in need.		Executive Director of Student Services	By providing proper clothing and school supplies, student attendance and academic achievement will increase.				
Problem Statements: Demographics 4 Funding Sources: 212 Title I C - 7000.00							
15) Utilize the Truancy and Dropout Prevention software program to actively monitor campus and district level truancy and attendance interventions.		Executive Director of Student Services	Increase communication to parents regarding student absences, increase attendance rate and decrease dropout numbers. Increase campus interventions.				
16) Implement the Missing Matadors Matter initiative to educate and engage parents and the community in student attendance.		Executive Director of Student Services	Increase awareness of why missing school matters to student success. Increase community awareness and support of the initiative.				
17) Provide mental health services to students through Communities in Schools Site Coordinators at the high school and middle schools.		Executive Director of Student Services	Help students with personal issues so they can attend school and focus on academics.				
Funding Sources: 289 Title IV - 25000.00							
18) Implement No Place For Hate initiative as a component of the Matador Challenge district-wide to encourage anti-bias, bully prevention, conflict resolution, suicide prevention and violence prevention.		Executive Director of Student Services	Improve campus climate and increased daily attendance.				
Critical Success Factors CSF 5 CSF 6	2.5, 2.6, 3.2	Director of Digital Learning; campus technology teachers/computer lab managers	Increase awareness of digital citizenship and online safety practices by students, parents, and teachers.				
19) Implement Common Sense Education digital citizenship curriculum in grades k-8, including parent education events.							
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6		Director of Fine Arts	Increased participation in after school extra curricular (music) activity. Students enrolled will show improvement in attendance and academic success.				
20) Implement after-school music clubs, visual arts clubs to foster whole child social emotional learning. Funds to be used for transportation of students home following after school extra curricular activity. Targeted campuses include Jefferson, McQueeney, Patlan, and Vogel.	Funding Sources: 289 Title IV - 0.00						
21) Provide support to secondary campuses to facilitate attendance interventions with Truancy Case Managers.		Executive Director of Student Services	Increase student attendance at secondary campuses by increasing student and parent relationships with school personnel.				
Funding Sources: Truancy Grant - 0.00							

Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 CSF 7 22) Implement the LiiNK Project at all elementary campuses.	Director of Whole Child Initiatives	Increased on-task student behavior. Increase social responsibility and positive interactions among students. Improved student health.				
	Problem Statements: School Processes & Programs 4 - Perceptions 3, 4					
23) Promote school safety by updating the Emergency Operations Plan, coordinating with local agencies, host Safe & Civil Schools meetings regularly, and implementing a SISD Safety Summit.	Executive Director of Student Services	Increase student sense of safety for increased daily attendance.				
24) Provide annual staff training on dating violence, child abuse, ALICE active shooter protocols, Standard Response Protocols, Stop the Bleed and district-wide student training on ALICE active shooter protocols in addition to practice drills.	Executive Director of Student Services.	Increase safety knowledge of staff and students to proactively empower the population and reduce absences due to concerns about safety.				
25) The district will establish a Visual Arts program at Weinert Elementary.	Director of Fine Arts					
26) Support at risk youth who are detained at the Juvenile Detention Facility	Director of Federal Programs					
	Funding Sources: 288 Title I D - 80000.00					
						

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 4: The attendance rates and academic achievement for Migrant and Homeless populations continue to be lower than the all student group.
School Processes & Programs
Problem Statement 4: The district needs a strong focus on professional learning. Root Cause 4: The district did not have the proper organizational structure to identify and support instructional initiatives.
Perceptions
Problem Statement 3: The approach to handling discipline issues across the district has continued to be reactive in nature. Root Cause 3: The district and campuses need to focus on strategies to increase authentic student engagement and rigor in all lessons across the district.
Problem Statement 4: Student participation in clubs, programs, and organizations is not at an optimal level Root Cause 4: While various clubs, organizations, and programs exist across grade levels, there has not been sufficient effort to diversify the offerings necessary to attract and engage all students.

Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

Performance Objective 4: RESPONSE TO INTERVENTION (RtI): Seguin ISD will reduce the percentage of students who meet at risk criteria in reading (using Tier 3 Istation) by 4 percentage points from 25% to 21% and Math (using <25th %ile in TEMI) by 4 percentage points from 24% to 20%. At the secondary level, SISD will reduce the report card failure rate by 5% each grading period.

Evaluation Data Source(s) 4: Istation, TEMI for K-2 students, TEAMS failure report

Summative Evaluation 4:

TEA Priorities: 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Convene District RtI Committee monthly to review and revise district RtI practices.		Asst. Superintendent of LLS	2018-2019 Seguin ISD RtI Guidance Document				
2) Monitor monthly campus student monitoring lists.		Assistant Superintendent of LLS	Student performance will be monitored and interventions will be implemented according to need				
3) District and campus administrators will attend Solution Tree RtI at Work conference.		Asst. Superintendent of LLS	Campus personnel will deepen their understanding and implementation of RtI procedures.				


 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

Performance Objective 1: PARENTAL AND FAMILY ENGAGEMENT: Increase the number of opportunities for teachers and staff to engage in meaningful dialogue with parents and families by 15%.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide district-level coordination for Parent/Family Engagement activities on campuses		Executive Director of Support Services	Campuses will have an increased number of coordinated parental engagement activities.				
Funding Sources: 211 Title I - Parental Involvement - 6600.00							
Critical Success Factors CSF 5	3.2	Director of Federal Programs					
2) Attend Professional Learning events on meaningful parental engagement activities.	Funding Sources: 211 Title I - Parental Involvement - 100.00						
3) Conduct Parent Advisory Meetings to inform parents of the Migrant services available and corresponding budget.		Executive Director of Student Support	Increase in parental involvement as measured by the parent attendance at the PAC meetings.				
Problem Statements: Demographics 4							
Funding Sources: 212 Title I C - 500.00							
							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: The attendance rates and academic achievement for Migrant and Homeless populations continue to be lower than the all student group.

Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

Performance Objective 2: PUBLIC RELATIONS and COMMUNICATIONS: Seguin ISD will improve the public relations as measured by constructive feedback collected from social media and parent/community surveys.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize BOY and EOY surveys to gauge public perception of the District.		Executive Director of Communications	Enhanced public perception of the District's image.				
2) Monitor social media outlets and analytics to measure impact of the District's efforts to tell its own story and share information.		Executive Director of Communications	Better informed stakeholders and enhanced public perception of the District's image.				

Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

Performance Objective 3: PARTNERSHIPS: Seguin ISD will increase the number of business and community partnerships through active participation in community-based opportunities and events by 15%.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>PBMAS Critical Success Factors CSF 3 CSF 5 CSF 6 CSF 7</p> <p>1) Conduct the required annual program evaluation of the CTE program and report findings to the board of trustees.</p>	3.2	CTE Director	Increase community awareness of CTE programming.				
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>2) Collaborate with Seguin Area Chamber of Commerce, Seguin Economic Development Corporation and Central Texas Technology Center to create community partnerships through industry tours, teacher externships, and student internships.</p>	2.6	CTE Director	Increase community-based opportunities for SISD students and teachers.				
Funding Sources: 244 CTE Perkins - 0.00							
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>3) Collaborate with community organizations, including Mid Texas Symphony, Teatro de Artes, Texas Lutheran University Fine Arts, the Seguin Art League, and the City of Seguin Main Street program, to increase partnership opportunities. These will include increased visiting artists to classrooms, increased opportunities for students to attend performances, and additional field trips to the Weston Performing Arts Center at TLU.</p>	2.5, 2.6	Fine Arts Director	Increased number of community-based learning opportunities for SISD students and teachers. Include additional MTS Children's Concert in Spring, additional Main Street event program participation, new Seguin Art League class participation, and increased Teatro offerings to SISD students.				
<p>4) Identify opportunities for Leadership Staff to participate campus and community based events in and effort to support and engage stakeholders.</p>		Executive Director of Communications	Increased public perception and and enhanced image of Seguin ISD.				

 = Accomplished  = Continue/Modify  = No Progress  = Discontinue

Goal 3: Create the conditions in Seguin ISD to recruit, retain and engage employees (Strategic Priority 3).





Performance Objective 1: RECRUIT, RETAIN, AND ENGAGE EFFECTIVE TEACHERS AND ADMINISTRATORS: Seguin ISD will achieve a teacher turnover rate of less than 15% and an administrator turnover rate of less than 10%

Evaluation Data Source(s) 1:

Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Participate in the Bexar PREP program through Region 20 to develop highly effective campus leaders.		Director of Professional Learning	Increase leadership capacity in assistant principals. Checkpoint: Monthly check-in meetings with participants.				
2) Provide district support to mentors and new teachers through full-day district pull-outs in the fall and spring.		Director of Professional Learning	Reduce teacher turnover rate. Build leadership capacity in mentors and professional capacity in new teachers. Checkpoint: Surveys from pull-out days and End-of-Year Survey from mentors and new teachers.				
Problem Statements: Demographics 1 - School Processes & Programs 3 Funding Sources: 255 Title II - 15000.00							
3) Provide support to new teachers through a 0-2 Year Collaborative that meets throughout the year.		Director of Professional Learning	Reduce teacher turnover rate. Develop social-emotional and instructional capacity in new teachers. Checkpoint: Feedback from first fall meeting.				
Problem Statements: Demographics 1 - School Processes & Programs 3							

<p align="center">Equity Plan Strategy</p> <p>4) Provide regional, competitive compensation and benefit packages to recruit experienced teachers/administrators for all campuses and ensure all campuses are staffed with highly, effective teachers in an equitable manner.</p>		<p>Assistant Superintendent of Administrative Services</p>	<p>Attract and hire teachers and administrators with experience of two or more years & advanced degrees</p> <p>Staff campuses with a diverse level of skill and experience to support all student needs</p> <p>Checkpoint: TEA ESSA - Equity report, new hire report - teacher data</p>				
<p>5) Provide targeted content and grade level professional learning & collaboration opportunities for new and returning teachers</p>		<p>Assistant Superintendent of Administrative Services</p> <p>Assistant Superintendent of Learning and Leadership</p>	<p>Increase target professional learning for teachers to better support student needs</p> <p>Increase teacher collaboration time for targeted planning and to increase student performance</p> <p>Checkpoint: Feedback on PL opportunities and PLC collaboration time</p>				
<p>6) Provide leadership opportunities and training for new hires and returning teachers who aspire to grow within the industry</p>		<p>Assistant Superintendent of Administrative Services</p> <p>Assistant Superintendent of Learning and Leadership Services</p>	<p>Increased opportunity for teachers to participate in leadership trainings</p> <p>Checkpoint: Department Lead & Grade Level Lead collaboration and training time</p> <p>AP Academy</p> <p>Prof. Learning conferences for current principals</p>				
<p>7) Provide leadership training to all campus principals in the area of proper documentation.</p>		<p>Assistant Superintendent of Administrative Services</p>	<p>All campus principals will be able to appropriately</p>				
<p align="center">Problem Statements: School Processes & Programs 4 Funding Sources: 255 Title II - 5000.00</p>							
<p align="center">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Staff turnover rate continues to be higher than the state average. Root Cause 1: Seguin ISD competes with higher-paying, higher-density districts nearby that attract young teachers away.
School Processes & Programs
Problem Statement 3: There is a high rate of teacher turnover in the district.
Problem Statement 4: The district needs a strong focus on professional learning. Root Cause 4: The district did not have the proper organizational structure to identify and support instructional initiatives.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	ESL Aide	Title III, A	1.0
	Bilingual Aide	Title I, A/Title III, A	.85/.15
	Bilingual Aide	Title I, A/Title III, A	.85/.15
	Bilingual Aide	Title I, A/Title III, A	.85/.15
	Bilingual Aide	Title I, A/Title III, A	.85/.15
	Bilingual Aide	Title I, A/Title III, A	.85/.15
	Bilingual Aide	Title I, A/Title III, A	.85/.15
	Bilingual Aide	Title I, A/Title III, A	.85/.15
	Bilingual Aide	Title I, A/Title III, A	.85/.15
Borden, Cynthia	Federal Programs Director	Title I, A	.4
Cantu, Mark	School Improvement Officer	Title I, A	
Cherry, Wade	Education Transition Coordinator	Title I, D	1.0
Cuevas, Teresa	School Support Coordinator	Title I, A	.6
Kortz, Kathy	Secretary to Federal Programs Director	Title I, A	.4
Martinez, Sara	Parent Liaison Coordinator	Title I, A	.1
Vella, Nilda	Science Coordinator	Title II, A	.5

Demographics

Committee Role	Name	Position
District-level Professional	Cynthia Borden	Director of State & Federal Accountability
District-level Professional	Elisa Carter	District Math Coordinator
Classroom Teacher	Tracy Post	Teacher -5th Math McQueeney
Non-classroom Professional	Blakeley Smith	Librarian-
Classroom Teacher	Laura Reavis	Teacher - 4th grd math
Classroom Teacher	Cathy Mladenka	ESOL-AJB
Classroom Teacher	Leonard Molina	Teacher-8th Math AJB

District Education Improvement Committee

Committee Role	Name	Position
District-level Professional	Cynthia Borden	Director of Federal & State Accountability
District-level Professional	Jason Schmidt	Assistant Superintendent of Learning & Leadership Services
District-level Professional	Halcy Dean	Director of Special Education
District-level Professional	Venus Valenta	Director of Elementary and Multilingual Education
Classroom Teacher	Tracy Post	Teacher, McQueeney Grade 5
District-level Professional	Allison Pape	Director of Secondary and Advanced Academics
Classroom Teacher	Christa Greene	PreK Teacher, Ball
Classroom Teacher	Tammy Bennett	PK Teacher - Ball
Classroom Teacher	Kimberly Grudzieski	Teacher - Jefferson
Non-classroom Professional	Meaghan Tawil	Instructional Coach - Jefferson
Classroom Teacher	Jessica Castro	Teacher - Koennecke
Classroom Teacher	Gloria Adame	Teacher - Koennecke
Classroom Teacher	Kassie Hickey	Teacher - McQueeney
Administrator	Linda Guzman	Principal - Patlan
Classroom Teacher	Narda Martinez-Saenz	Teacher - Rodriguez
Classroom Teacher	Mary Grise	Teacher - Rodriguez
Non-classroom Professional	Janet Wolber	Librarian - Vogel
Classroom Teacher	Erica Villarreal	Teacher - Vogel
Classroom Teacher	Vanessa Amador	Teacher - Weinert
Non-classroom Professional	Ree Mawande	SpEd
Administrator	Michael Garza	Principal - Barnes
Administrator	Vanessa Gibson	Asst Principal - Barnes
Classroom Teacher	Mary Arnold	Teacher - Briese
Classroom Teacher	Robert Kibbe	TECH Apps - Briese

Classroom Teacher	Tyler Newlin	Teacher - SHS
Classroom Teacher	Diana Weber	Teacher - SHS
Classroom Teacher	Vickie Munie	SpEd Teacher - SHS
Classroom Teacher	Martha Ragsdale	Teacher - MBLC
Classroom Teacher	Yvonne Gandt	Teacher - Burges
District-level Professional	Mark Cantu	Exec Dir of School Improv. - Central Office
District-level Professional	Danica Murillo	Dir. of Prof. Learning - Central Office
District-level Professional	James Diaz	Coord - Central Office
District-level Professional	Allison Willemin	Coord - Central Office
District-level Professional	Rebecca Bloxham	Coord - Central Office
Business Representative	Elaine Bennett	Business Rep - GRMC

Perceptions

Committee Role	Name	Position
District-level Professional	Jason Schmidt	Asst Sup of Learning & Leadership
Classroom Teacher	Jessica Kirksey	Teacher - PE Patlan
Non-classroom Professional	Janet Wolber	Librarian Vogel
District-level Professional	Jonathan Flores	Bil/ESL Coord.
Classroom Teacher	Mary Arnold	Teacher RLA-AJB
Classroom Teacher	Yvonne Gandt	Teacher Math Burges
Classroom Teacher	Emily Burttschell	Teacher SHS
Non-classroom Professional	Michael Garza	Principal - Barnes
District-level Professional	Sean Hoffmann	Public Information Officer

Processes & Programs

Committee Role	Name	Position
District-level Professional	Halcy Dean	Director of Matadors Special Services
Classroom Teacher	Valerie McKinney	Teacher SpEd Vogel
Classroom Teacher	Patricia Bischoff	Teacher 5th Koennecke
Classroom Teacher	David Wells	Teacher - Kinder Weinert
Business Representative	Elaine Bennett	Hospital Rep
District-level Professional	Danica Murillo	Director of Professional Learning
Administrator	Wade Cherry	Principal - Burges
District-level Professional	Andrea Jaramillo	District ELA Coord.
District-level Professional	Allison Pape	Dir. of Secondary Educatio & Advanced Academics
Community Representative	Cindy Rabon	Community

Student Achievement

Committee Role	Name	Position
District-level Professional	Venus Valenta	Director of Elementary & Multilingual Educ.
District-level Professional	Allison Higginbotham	Elementary Coord.
Classroom Teacher	Kimberly Grudziecki	Teacher 4th Jefferson
Classroom Teacher	Meaghan Tawil	Instruc. Coach Jefferson
District-level Professional	Nilda Vella	Science & Special Services Coord.
Classroom Teacher	Katie Darst	Teacher 2nd Rodriguez
Non-classroom Professional	James Diaz	Dean of Instruction
Classroom Teacher	Jeanene Nickerson	Teacher Ball
Parent	Lisa Burns	Parent
Classroom Teacher	Megan Dodd	Teacher Math/Algebra Barnes
Classroom Teacher	Martha Ragsdale	Teacher MBLC