

Seguin Independent School District
District Improvement Plan

2010-2011

Mission Statement

Our mission is excellence.

- Every child.
- Every classroom.
- Every future.

Beliefs

We believe Seguin ISD is at its best when:

1. All students are successful.
2. All students are prepared for life after graduation.
3. All schools provide a caring and safe environment
4. All staff feel valued.
5. The entire community takes pride in our accomplishments.

Board Priorities

The Board's priorities are for the District to:

1. Provide a safe, orderly, disciplined, and drug-free climate.
2. Recruit, retain and develop highly effective, highly trained teachers who are motivated and committed to excellence.
3. Maintain pace with real world technologies and integrate these resources into effective classroom instruction.
4. Provide truly meaningful, engaging instruction in every classroom, stressing the importance of effective teaching and learning time.
5. Improve the academic performance of the District.
6. Increase the completion rate of the District's high school students.
7. Promote Seguin ISD and its image.

DEIC Members 2010-2011

District Level: Dr. Jolene Yoakum
District Level: Vickie De La Rosa
District Level: Carole McCauley
District Level: Dr. Sylvia Phipps
District Level: Lelah Moseley
District Level: Jonathan Flores
District Level: Veronica Silva
District Level: Bill Lewis
Ball Early Childhood: Virgil Sutton
Jefferson: Mary Melchor
Koennecke: Cassie Koehler
McQueeney: Connie Quarles
Patlan: Laura Flack
Rodriguez: Kimberly Smithers
Vogel: Bonnie Landrum
Weinert: Jeanann Cook
Saegert 6th Grade: Joelle Allen
AJB: Leonard Molina
Barnes: Abby Brown
SHS: De'Ana Williford
SHS: Sheila Lucas
MBLC: Ricardo Camacho
Burgess: Stephen McCullough
Sp. Ed. PPCD – 6: Estella Menchaca
G/T Gr. K-12: Dawn Krause
Fine Arts K-12: Mark Buley
HPER PK-12: Armando Hernandez
Technology PK-12: Kassie Hickey
CTE: Becky McCelvey
Elementary Counselor: Pam Colvin
Admin. PK-6: Kim Schlichting
Admin. PK-6: Paige Meloni
Admin. 7-12: Elisa Carter
Admin. 7-12: Nikki Bittings
Parent: Colinda Burns
Community: Hope Vasquez

Comprehensive Needs Assessment

To assess where our students are in relation to our Mission and our board-approved priorities, committees reviewed all available data to identify our strengths and to prioritize our most urgent needs. Formal and In-formal review includes data from the following:

- Disaggregation of community demographic
- Disaggregation of AEIS data
- Student Population Demographics
- Staffing Information
- Sub-Population data
- Disaggregation of Discipline and Attendance data
- Student Achievement data
- Curriculum Audit from Curriculum Management Services Inc. (CMSi)
- Special Education Program Evaluation
- Tx Campus StarCHart
- SBEC Standard
- Analysis of Performance-Based Monitoring Analysis System

Prioritized Areas of Strengths and Concerns

Our studies led us to the following discoveries regarding our strengths and our areas of concern, and both of these, then became the focus of the DEIC, either in the form of objectives or actions under the objectives. Our prioritized areas of strengths and concerns are as follows:

Strengths include:	Concerns include a need to:
<ul style="list-style-type: none"> • Highly qualified teachers with an average teacher experience over 20 years • High attendance rates for students. • Consistent gains in both Reading & Writing TAKS scores over the last few years in the “All Student” category. • Based on the 2010-2011 rezoning of elementary schools, there is a more equitable diversification of populations across all campuses. • Implementation of research-based district curriculum which is aligned to State standards. • Provide ongoing and embedded professional development, including the integration of Instructional Coaches/Specialists PK-12 for 2010-2011. • Committed to two years of Positive Behavior Intervention and Support (PBIS) district-wide. • Continued reduction in disciplinary alternative education placements (DAEP) of students in special education for the 2009-2010 school year. • Special education has a good record of compliance with the state accountability system (PBMAS) and the federal accountability system (SPP). • Collaboration among general and special education staff members. 	<ul style="list-style-type: none"> • Increase completion rate of all students, particularly ninth graders and the Hispanic sub-population. • Increase support of teachers through professional development and curriculum alignment to ensure all students’ needs are met and that progress continues towards 100% mastery of all State standards for students. • Increase mastery in all content areas of all students, in particular for special populations. • Decrease the amount of discipline referrals and truancy related issues, particularly at the secondary level. • Develop stronger community and parent relationships to ensure that SISD is maximizing support for community and parents to assist in the success of all students. • Provide training for campus staff on eligibility criteria for TAKS, TAKS A, and TAKS M testing to ensure that special needs students are taking the appropriate assessment. • Effectively implement consistent academic and non-academic interventions. • Continue to upgrade and integrate technology for both administrative and instructional use. • Develop written plans for procedures and improvements • Provide ongoing staff development with follow-up • Increase the percentage of students with disabilities, ages 3-5, served in a least restrictive environment by 8%. • Decrease the percentage of students in special education dropping out of high school • Decrease the percentage of students in special education with discretionary in school suspension (ISS) placements

Abbreviations to represent areas from the Comprehensive Needs Assessment will be used throughout the plan according to the following key.

Comprehensive Needs Assessment Key:

Source	Abbreviation
Community Data	Comm
Academic Excellence Indicator System	AEIS
Student Population Demographics	Demo
Staffing Information	STF
Sub-Population Data	Spop
Discipline & Attendance Data	D&A
Student Achievement Data	SAD
State Board of Educators Certification Standard	SBEC
TX Campus Star Chart	STAR
Special Education Program Evaluation	Sped
Curriculum Audit	Curr
Texas Education Code	TEC
Public Education Information Management System	PEIMS
Performance-Based Monitoring Analysis System	PBMAS

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District Goal 1: Provide a safe, orderly, disciplined, and drug-free climate.							
Performance Objective 1: Achieve a district attendance rate of 96%.							
Summative Evaluation:							
Action(s) Implementation	Needs Assess	Sp. Pops.	Person(s) Responsible	Timeline	Resources Human/Material/Fiscal	Formative Evaluation	Documented
1. Implement a truancy intervention program to track and monitor students who have been required to attend a district attendance hearing and/or truancy court.	D&A		Coord. of Attendance and Student Support	August, 2010 - June, 2011	Title I Part D - \$50,000	Campus Attendance reports, Student by Student TEAMS data	Semester and End of Year Report to Board
2. Develop and implement procedures to manage the requirements set forth in TEC 25.092 Attendance for Credit.	TEC		Coord. of Attendance and Student Support, Campus Principals	Sept. 2010	Local funds	PEIMS data, Campus Attendance report	Report to Board
3. Identify and implement interventions to improve the attendance for the students identified with attendance problems.	PEIMS		Coord. of Attendance and Student Support, Campus Principals, Campus Attendance Clerks	Sept. 2010 - June 2011	Local funds	Campus Attendance reports	AEIS

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District Goal 1: Provide a safe, orderly, disciplined, and drug-free climate.							
Performance Objective 2: Decrease by 10% the number of students assigned to DAEP.							
Summative Evaluation:							
Action(s) Implementation	Needs Assess	Sp. Pops.	Person(s) Responsible	Timeline	Resources Human/Material/Fiscal	Formative Evaluation	Documented
1. Implement pilot of Educators Handbook at selected campuses as a tool to track discipline referrals and provide timely data for monitoring purposes.	D&A, PBMAS		Campus Principals	August, 2010 - June, 2011	Special Ed. ARRA - \$4,500	Reports from Educators Handbook	
2. Develop and implement a plan for decreasing the percentage of student in special education with discretionary DAEP and ISS placements	Sped, PBMAS	Sp. Ed. students	Dir. of Special Education, District Behavior Specialist	Sept. '10 June '11	PBIS campus teams and special ed. staff	PBMAS	Copy of Developed Plan
3. Conduct a staffing on all students who have been assigned to the DAEP for three school years in a row and students who are assigned to the DAEP multiple time in one year.	D&A		Chief Operations Officer, Burges Principal, Asst. Supt. of MIS and IT, Asst. Supt. of Curr. & Inst.	August 2010 - June 2011	Local funds	PEIMS data, AEIS, PBMAS, Student Progress Report	AEIS Submission
4. Implement a random student drug testing program	D&A	Students involved in extra-curricular activities, Students parking a vehicle on district property	Chief Operations Officer, Coord. of Attendance & Student Support	August 2010 - June 2011	Campus Principals; Community in-kind contributions	Semi-annual review of testing results	Discipline Data, End of Year report

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5. Review discipline data by campus, by district to identify areas for training and improvement	D&A, PBMAS		Chief Operations Officer, Asst. Supt. of MIS and IT, Asst. Supt. of Curr. & Inst.	August 2010 - June 2011	Local funds	PEIMS data, AEIS, PBMAS	TEAMS End of Year Statistics report.
6. Ensure consistent implementation of Positive Behavior Support (PBIS) on all SISD campuses. Systematically review campus discipline data and use it to guide PBS implementation and evaluate its effectiveness.	PBMAS		Asst. Supt. of Curr. & Inst.	August 2010 - June 2011	Special Ed. ARRA - \$10,500	Superintendent Updates	End of Year review
7. Promote a drug free climate. Keep administrators and staff apprised of campus and community drug issues and trends. Continue the use of drug detection canine teams from the Seguin Police Department and the Guadalupe County Sheriff's Department.			Chief Operations Officer	August 2010 - June 2011	No funding required	Superintendent Updates	Board Updates
8. Enforce and monitor established dress code for students and staff.			Campus Principals	August 2010 - June 2011	No funding required	TEAMS Discipline Data	Campus Survey, End of Year Discipline Statistics

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District Goal 1: Provide a safe, orderly, disciplined, and drug-free climate.							
Performance Objective 3: Decrease by 10% the number of safety incident reports.							
Summative Evaluation:							
Action(s) Implementation	Needs Assess	Sp. Pops.	Person(s) Responsible	Timeline	Resources Human/Material/Fiscal	Formative Evaluation	Documented
1. Implement facilities plan in order to efficiently and economically manage the maintenance effort.			Chief Operating Officer	August, 2010 - June, 2011	Local Funds	Report to Superintendent	School Board Information item
2. Conduct annual campus safety audits prior to the first day of school, and conduct safety training for staff at each campus prior to the last day of October.			Chief Operations Officer	August 2010 - October 2010	No funding required	Completion Report to Superintendent	Information to School Board
3. Inspect district facilities annually before the start of school to ensure proper operation of essential systems and inspect twice a year for overall cleanliness.			Chief Operations Officer, Dir. of Maintenance and Operations	November 2010 & March 2011	Local funds	Completion Report to Superintendent	Information agenda item to school board
4. Conduct a safety inspection of all campus playgrounds and the equipment prior to the start of each school year and at the beginning of the second semester.			Chief Operations Officer, Dir. of Maintenance and Operations	August 2010 - June 2011	Local funds	Report to Superintendent	Information agenda item to school board

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District Goal 2: Recruit and retain highly effective, highly trained teachers who are motivated and committed to excellence.							
Performance Objective 1: achieve 100% of instructional staff who meet highly qualified status							
Summative Evaluation:							
Action(s) Implementation	Needs Assess	Sp. Pops.	Person(s) Responsible	Timeline	Resources Human/Material/Fiscal	Formative Evaluation	Documented
1. Recruit teachers and instructional staff who meet the NCLB status. (Appendix A)	STF		Asst. Supt. of Human Resources, Certification Specialist	8/10/2010 - June, 2011	Local funds	SBEC certifications State exam scores Transcript verification	Staff records, campus master schedules, NCLB report
2. PDAS/ATR will be utilized to evaluate teacher effectiveness in the classroom. Appraisers will utilize Eduphoria: PDAS district-wide to assist with effective and efficient walk-throughs and evaluations.	STF		Asst. Supt. of Human Resources, campus principals	August, 2010 - June, 2011	Local funds	Summative evaluations Teacher contracts	Eduphoria walk-through documents, evaluations, intervention plans
3. A collaborative process will continue with our Seguin High School Teacher Preparation Program, college/university partnership and potential community sponsors to encourage Seguin graduates to invest in our local workforce.	STF		Asst. Supt. of Human Resources, Certification Specialist, SHS teacher prep instructor	August, 2010 - June, 2011	Local funds	Teacher applications Teacher resumes	Agendas from Teacher Prep Meetings Agenda for spring meeting with SHS seniors majoring in education
4. Target recruitment efforts as identified by the job fair data and continue to promote the hiring of diverse candidates ensuring the selection of the most highly qualified applicants. (Appendix A)	SBEC, STF		Asst. Supt. of Human Resources, Certification Specialist	August, 2010 - June, 2011	Local funds	SBEC certifications, teacher applications, teacher resumes	Job fair data, staff records
5. Acknowledge job performance and efforts with district-wide employee appreciation and recognition activities.			Asst. Supt. of Human Resources, Public Info. Officer	August, 2010 - June, 2011	Local funds	Media coverage, summative evaluations	Agenda for district events (i.e.: Teacher of the Year Banquet)

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District Goal 3: Maintain pace with real world technologies and integrate these resources into effective classroom instruction.							
Performance Objective 1: Ensure that 100% of all district staff receive updated technology training.							
Summative Evaluation:							
Action(s) Implementation	Needs Assess	Sp. Pops.	Person(s) Responsible	Timeline	Resources Human/Material/ Fiscal	Formative Evaluation	Documented
1. All teachers receive ongoing technology training to utilize district internal communication systems so that they can effectively share knowledge with other teachers	SBEC, STAR		Asst. Supt. of MIS and IT.	Fall 2010-Summer 2011	Local funds and State Technology allotment	Lesson Plans; PDAS; Sign in Sheets; Data in systems	Tech Comp Training; Online Sharing Options such as Wikis, WordPress, or Moodle. Trainer-of-Trainers presentations
2. Ensure all classrooms are connected to a collaborative network to business, industry, and higher education so that teachers and students stay connected to a global environments	STAR Survey		Asst. Supt. of MIS and IT.	Fall 2010-Summer 2012	Local funds and State Technology allotment	Lesson Plans; PDAS; Sign in Sheets; Self Reporting, Student Products	Tech Comp Training; Online Sharing Options such as Wikis, Skype, Distance Learning
3. Work towards all students having access to distance learning opportunities for post secondary options.	STAR Survey		Asst. Supt. of MIS and IT. Secondary Principals and counselors	Fall 2010-summer 2011	Local funds and State Technology allotment	Registration in courses; participation in training	Texas Virtual School Network, Moodle; Classroom monitors, on-line facilitator training; course creation training
4. Provide equitable access to digital learning devices for all students and teachers	STAR		Asst. Supt. of MIS and IT.	Fall 2010-summer 2012	Local funds and State Technology allotment	Purchase orders, usage schedules, sign in sheets	iPads, Laptops, Desktops, handheld devices; Training

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District Goal 4: Provide truly meaningful, engaging instruction in every classroom, stressing importance of effective teaching and learning time.							
Performance Objective 1: By Spring 2010, students will increase passing rates in the four core content areas to achieve a minimum of 90% of all students meeting state standards Pre-K through 12th grade.							
Summative Evaluation:							
Action(s) Implementation	Needs Assess	Sp. Pops.	Person(s) Responsible	Timeline	Resources Human/Material/Fiscal	Formative Evaluation	Documented
1. Implement CSCOPE curriculum to ensure vertical and horizontal alignment of standards.	Curr, SAD		Asst.Supt. of Curr. & Inst. and Dir. of Curriculum and Staff Development Campus Principals	August, 2010 - May, 2011	Title I Part A ARRA \$60,000	Curriculum Benchmark Assessments (CBAs) TAKS results	CSCOPE Planning Calendar, Lesson Plans
2. Implementation of One-Way Dual Language Instructional Model for grades Pre-K through 5th grade (Appendix B)	Spop, PBMAS	ELL/LEP	Coord. of Elementary Bilingual Education and Campus Principals	August, 2010 - May, 2011	Title III Part A - \$45,000; Title I Part A ARRA - \$56,000	Walkthrough data	One-way Dual Language Model Observations and Communications between C&I, Principals and Teachers
3. Implementation of Instructional Coaches for each campus to support Math/Science and Literacy/Social Studies	SAD, PBMAS		Dir. of Curriculum, Coord. of Math, Coord. of Science, Coord. of Special Pops	August, 2010 - May, 2011	Title I Part A - \$295,000 and Title II Part A - \$100,00	TAKS data, Walkthrough data	Agendas from training for Instructional Coaches
4. Develop and implement a plan for increasing the percentage of student with disabilities, ages 3-5, served in LRE.	Sped, PBMAS	Sp. Ed.	Director of Special Education, PreK Campus Principal	June '10 - June '11	ESC - Early Childhood grant	PBMAS, Teaching certificates	Committee reports and minutes, Plan for LRE
5. Maintain a seven year replacement schedule (hardware, software and infrastructure) to support web based/online learning that utilizes emerging technologies.	STAR		Asst. Supt. of MIS & IT, Asst. Supt. of Curr. & Inst.		Local funds	CBAs, Unit assessments, TAKS data	Replacement Schedule

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District Goal 4: Provide truly meaningful, engaging instruction in every classroom, stressing importance of effective teaching and learning time.							
Performance Objective 2: Conduct professional development for 100% of all core teachers on CSCOPE and research based practices in instructional delivery.							
Summative Evaluation:							
Action(s) Implementation	Needs Assess	Sp. Pops.	Person(s) Responsible	Timeline	Resources Human/Material/Fiscal	Formative Evaluation	Documented
1. Day 1 and Day 2 CSCOPE Staff Development for all core teachers and leadership to support implementation of curriculum and using results from CBAs to monitor written, tested and taught curriculum. (Appendix B)	Curr		Asst. Supt. of C & I and Dir. of Curriculum and Staff Development Campus Principals	June, 2010 - May, 2011	Day 1 Training - Title II Part A - \$28,000 Day 2 Training - Local/General Funds	Walkthrough Documentation, TAKS results	Reports from Eduphoria, Sign in Sheets
2. Implement the Math Instructional Coaches grant from TEA for teachers of 6th-10th grade students.	AEIS, SAD,		District Math Coord. and Instructional Coaches	August, 2010 - April 2012	TEA Grant - \$250,000	TEA required post test and ongoing evaluation from Region 13 and other sources	Plans from Grant
3. Provide staff development for teachers of GT, Special Education, and ELL students on Differentiation of instruction including ELPS using SISD Curriculum (CSCOPE)	Spop, PBMAS	ELL/LEP	Dir. of Curriculum and Director of Special Education, Special Populations Coordinators	August, 2010 - June, 2012	Local Funds/General Funds	AEIS Data, Walkthroughs,	Sign in sheets
4. Training for District and Campus implementation teams. Sessions for vertical and grade-level curriculum discussions, networking, plan instruction to foster critical thinking skills.	Curr		Dir. of Curriculum and Asst. Supt. of Curr. & Inst.	August, 2010 - June, 2012	Title II Part A - \$8,000	TAKS Scores	Sign in sheets, Professional Development Plan
5. Ongoing training for district and campus administrators on CSCOPE implementation. (Appendix B)	Curr		Asst. Supt. of Curr. & Inst., Dir. of Curriculum	August, 2010 - June, 2011	Title I Part A ARRA - \$	TAKS Scores	Sign in sheets, Training Documents

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6. Provide instruction and support services to Priority for Service identified migrant students.	Spop	Migrant	Coord. Of Sp. Pops. & Social Services Facilitator	September, 2010 - April, 2011	Title I	Agendas, sign in sheets, meeting minutes	Priority for Services Action Plan
7. Develop and implement a long range professional development plan.	STF, SAD, Curr, PBMAS		Asst. Supt. of Curr. & Inst., Dir. of Curriculum	August, 2010 - November, 2010	Local Funds	Eduphoria Reports	Professional Development Plan
8. Provide staff development for Bil/ESL teachers and Math Instructional Coaches on effective strategies for teaching math to ELL students. (Appendix B)	SAD, Spop, PBMAS	Spop, ELL/LEP	Asst. Supt. of Curr. & Inst., District Math Coord., Sp. Populations Coordinators	August 2010 - June 2011	Title II Part A - \$2,000	Bilingual / ESL Program walkthroughs	Sign in sheets, evaluations of walkthroughs

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District Goal 5: Improve academic performance of the district.							
Performance Objective 1: By spring, 2010, students will increase to 90% passing rates in class/courses to achieve State Exemplary status as a district and prepare students for college and career readiness.							
Summative Evaluation: AEIS Report & Student Transcripts							
Action(s) Implementation	Needs Assess	Sp. Pops.	Person(s) Responsible	Timeline	Resources Human/Material/Fiscal	Formative Evaluation	Documented
1. Campuses will use CSCOPE Unit assessments for ongoing feedback on student learning based on the written curriculum. Assessment results will be part of a body of evidence to monitor student learning.	Curr		Campus Principals with support from Asst. Supt. of Curr. & Inst.	September 2010 - June, 2011	Local Funds	Results from TAKS, and AYP	District developed CBAs, Unit Assessments scanned in Eduphoria AWARE
2. Provide staff development on creating Curriculum Benchmark Assessments for the purpose of monitoring the written curriculum. (Appendix B)	Curr, STF		Dir. of Curriculum, Asst. Supt. of Curr. & Inst.	August, 2010 - June, 2011	Local (Freeport) funds - \$15,500	CBA Data	Training Documents from ETS, Sign in sheets, Evaluations from Participants
3. Implement Eduphoria AWARE as the district data management system for progress monitoring and accountability data. (Appendix B)	Curr, AEIS, PBMAS		Asst. Supt. of Curr. & Inst., Campus Leadership Teams, Dir. of State and Federal Accountability	August, 2010 - June, 2011	Local Funds	District developed CBAs, Results from TAKS, and AYP	Training documents from Region XIII
4. Develop and implement an assessment plan to build capacity of all classroom teachers, and the leadership team to effectively measure student learning	Curr, AEIS, SAD		Asst. Supt. of Curr. & Inst., Dir. of State and Federal Accountability	August, 2010 - November, 2010	Local Funds	Eduphoria Aware reports, Walkthrough data	Lesson Plans, Assessment Plan

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5. Develop a plan for curriculum alignment to address the needs of advanced students in Pre-AP and AP classes	Curr, Spop	Advanced Academics	Dir. of Curriculum, Secondary Campus Principals	August, 2010 - November, 2010	Local Funds	TAKS results, AEIS Report	Secondary Advanced Academic Plan
6. Develop and implement a recruitment plan to increase equitable access to Pre-AP and AP classes	Curr, Spop	Advanced Academics	Dir. of Curriculum, Secondary Campus Principals	August, 2010 - November, 2010	Local Funds	AEIS Report, Enrollment Data	Secondary Advanced Academic Plan
7. Continue district-level oversight and monitoring of the implementation of intervention plans for at-risk students, mastery of TEKS, and curricular alignment. District-level instructional coordinators will continue routine classroom observations and provide feedback to principal and teacher.	Curr, Spop	At-Risk students	Asst. Supt. Curr. & Inst., Dir. of Curriculum, Campus Principals	August 2010 - June 2011	Local funds	TAKS results, CBA scores	Walkthrough documentation, Feedback to Principals and teachers
8. Develop and administer curriculum-based assessments as per the district testing calendar and district assessment procedures. Continue to assist teachers in refining teacher-made assessments to ensure appropriate TEKS content, complexity, and context. In grades 7-12, continue to review grade distribution reports at the end of each reporting period and use the data collected/analyzed to guide instruction.	Curr, SAD		Asst. Supt. of Curr. & Inst., Dir. of Curriculum	August 2010 - June 2011	Title I Part A personnel (no additional costs)	CBA results, PDAS, Eduphoria Aware, PEIMS data	District Testing Calendar, Grade Distribution Reports

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9. Develop and implement a Pre-K-12 Response to Intervention Plan which provides an electronic monitoring system to efficiently track student progress.	AEIS, SAD, Curr, Sped		Asst. Supt. Curr. & Inst., Campus Principals	August 2010 - June 2011	Local funds	AEIS, PEIMS data	
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District Goal 6: Increase the completion rate of SISD high school students.							
Performance Objective 1: Achieve a 90% district and High School Completion Rate							
Action(s) Implementation	Needs Assess	Sp. Pops.	Person(s) Responsible	Timeline	Resources Human/Material/Fiscal	Formative Evaluation	Documented
1. Develop and implement a plan for decreasing the percentage of special education students dropping out.	Sped, PBMAS	Sp. Ed.	Dir.of Special Education, High School Campus Principal	August 2010 - June 2011	Sp. Ed. High School team	AEIS Data	State Performance Plan (SPP)
2. Develop and implement a plan to increase the number of all students completing high school .	AEIS, Spop, PBMAS		Asst.Supt. of MIS and IT, and Drop out prevention committee	August, 2010 - June, 2011	Local Funds	Completion rate, AEIS report, PEIMS data	Plan for Completion
3. Increase monitoring of attendance and completion at Mercer-Blumberg Learning Center and Burges Disciplinary Alternative School.	AEIS, D&A, PBMAS		Principal of MBLC, Burges, Attendance Clerk, Truancy / Dropout Prevention Aide	August, 2010 - June, 2011	Title I Part D Subpart 2 - \$24,000	Completion rate, AEIS report, PEIMS data	Attendance Reports
4. Monitor enrollment, attendance, state assessment, and credit accrual data by cohort group at the campus level with central office support. Use a database created and maintained by the technology department, follow the progress of each student and each student group towards high school completion.	AEIS, D&A, Spop, PBMAS		Asst. Supt. of Curr. & Inst., Asst. Supt. of MIS & IT, Campus Principals, Coord. of Sp. Populations Secondary, Counselors of Cohorts	August, 2010 - June, 2011	Local Funds	Completion rate, AEIS report, PEIMS data	Attendance Reports, Database Reports

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District Goal 7: Promote SISD and its image.							
Performance Objective 1: Increase positive district media reports from 25 to 50 per academic year.							
Action(s) Implementation	Needs Assess	Sp. Pops.	Person(s) Responsible	Timeline	Resources Human/Material/Fiscal	Formative Evaluation	Documented
1. Implement Matador Campaign to promote the image/perceptions of Seguin ISD	Comm		Public Info. Officer, SHS Timeline	August, 2010 - June, 2011	Local Funds	Local media advertisements	Ads and printed materials
2. Develop a system that collects information about how often and why stakeholders contact the district regarding issues and concerns.	Comm		Dist.Webmaster, Public Info. Officer, District Leadership Team	August, 2010 - June, 2011	Local Funds	Forms	Work with other departments to develop
3. Collect information through media articles and participation in press events (i.e.: interviews, story interviews, news conferences) to measure whether the amount of positive coverage increases.	Comm		Dist.Webmaster, Public Info. Officer, District Leadership Team	August, 2010 - June, 2011	Local Funds	Local media reports	Weekly Board Reports
4. Monitor use of website and social media for hits and followers.	Comm		Dist. Webmaster, Public Info. Officer	August, 2010 - June, 2011	Local Funds	Counts of access to district website	Put number of followers in Board Report per semester
5. Redesign, Reorganize and Reassign website: Redesign look and feel and navigation to be welcoming and user friendly; Reorganize into 3 portal designs that divides users into categories - 1. Parents/Students, 2. Teachers/staff, 3. Community; Reassign the URL of website from www.seguin.k12.tx.us to www.seguinisd.net	Comm, SISD Employees		Public Info. Officer, Asst. Supt. of MIS & IT, Dist. Webmaster	August, 2010 - September, 2012	Local Funds	Website	Phase 1 to be completed by Aug 24 Phase 2 to be complete Aug, 2012

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6. Communicate positive news: cut out and scan and report positive articles; establish and program a photo slide show exhibit on website that features photos of events that positively reflect the good news and accomplishments in Seguin ISD.	Comm		Public Info. Officer, Asst. Supt. of MIS & IT, Dist. Webmaster	August, 2010 - June, 2011	Local Funds	Website and news articles	Website and Weekly Board Report
7. Use different channels: Utilize Twitter social media to communicate and broadcast good news about Seguin ISD	Comm		Public Info. Officer, Asst. Supt. of MIS & IT, Dist. Webmaster	August, 2010 - June, 2011	Local Funds	Twitter	Put in Weekly Board Report once per semester
8. Community involvement: presence and participation/attendance at key community events/organizations and meetings (i.e.: chamber education committee, community health fair, chamber and Hispanic Chamber events)	Comm, Demo		Public Info. Officer, District Leadership Team	August, 2010 - June, 2011	Local Funds	Attendance at Events	Report in Weekly Board Report
9. Deliver key messages that promote the strengths of Seguin ISD while embracing diversity and celebrating successes, through effective development and placement of marketing and promotional materials.	Comm, Demo		Public Info. Officer, District Leadership Team	August, 2010 - June, 2011	Local Funds	Newsletter, Twitter, Website, News Releases	Report in Weekly Board Report
10. Ensure messages resonate with local media and the community through consistent and coordinated communication including news releases, meetings with editors and reporters and local constituents.	Comm		Public Info. Officer, District Leadership Team	August, 2010 - June, 2011	Local Funds	Radio, Newspaper	Report in Weekly Board Report

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11. Enhance the visibility of district achievements on the SISD website and other appropriate social media.	Comm		Public Info. Officer, District Leadership Team	August, 2010 - June, 2011	Local Funds	Website, Twitter	Put number of followers in Board Report per semester
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Appendix A

Title I Schoolwide Components

Under Section 1114(b)(1) of Title I

1. A comprehensive needs assessment of the entire school that is based on information on the performance of students in relation to the State content standards and the State student performance standards.
2. Schoolwide reforms strategies that -
 - A. Provide opportunities for all students to meet the State's proficient and advanced levels of student performances;
 - B. Use effective methods and instructional strategies that are based on scientifically based research;
 - C. Includes strategies to address the needs of all students in the school, but particularly the needs of low-achieving students and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by highly qualified teachers.
4. Professional development for teachers, principals, and paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff to enable all children at the campus to meet the State's student performance standards.
5. Strategies to attract high quality, highly qualified teachers to high-needs schools.
6. Strategies to increase parental involvement, such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start or State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve the performance of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration for Federal, State and local services and programs.

Appendix B

Staff Development

Date	Title	Audience
5/10/2010	CSCOPE TOT	Grade 6-12 training teams
5/11/2010	CSCOPE TOT	Grade 6-12 training teams
5/19/2010	CSCOPE TOT	Grades K-8 training teams
5/20/2010	CSCOPE TOT	Grades K-8 training teams
6/8/2010	CSCOPE Day 1 (four sections):	Grades K-2, 3-5, 6-8, and 9-12 Core Area Teachers
6/8-12/2010	ESL Academy	Grades 6-12 Bil teachers
6/9/2010	CSCOPE Day 1 (four sections)	Grades K-2, 3-5, 6-8, and 9-12 Core Area Teachers
6/14/2010	CSCOPE Day 2 training	Administrators
6/15/2010	CSCOPE Day 1 (four sections)	Grades K-2, 3-5, 6-8, and 9-12 Core Area Teachers
6/16/2010	CSCOPE Day 1 (four sections)	Grades K-2, 3-5, 6-8, and 9-12 Core Area Teachers
6/21/2010	Region 13 HS Biology	Grades 9-12 Biology teachers
6/22/2010	Region 13 HS Biology	Grades 9-12 Biology teachers
6/23/2010	Region 13 HS Biology	Grades 9-12 Biology teachers
7/26/2010	Region 13 Math Academy	Grades 7-8 Math teachers
7/27/2010	Region 13 Math Academy	Grades 7-8 Math teachers
7/28/2010	Region 13 Math Academy	Grades 7-8 Math teachers
7/28/2010	Region 13 Science Academy	Grades 5-8 Science teachers
7/29/2010	Region 13 Science Academy	Grades 5-8 Science teachers
7/30/2010	Region 13 Science Academy	Grades 5-8 Science teachers
8/4/2010	GT 30-hour <i>Nature & Needs</i>	PreK-12 teachers
8/5/2010	GT 30-hour <i>Assessment</i>	PreK-12 teachers
8/6/2010	GT 30-hour <i>Curriculum Day 1</i>	PreK-12 teachers
8/9/2010	GT 30-hour <i>Curriculum Day 2</i>	PreK-12 teachers
8/9/2010	ETS Module 1	Instructional Coaches, Specialists and select HS LA/SS teachers
8/10/2010	GT 30-hour <i>Curriculum Day 3</i>	PreK-12 teachers
8/10/2010	ETS Module 1	Instructional Coaches, Specialists and select HS Math/Sci teachers
8/11/2010	New teacher PBIS Training	New teachers PreK-12
8/11/2010	ETS Module 2	Instructional Coaches, Specialists and select HS Math/Sci teachers

8/12/2010	ETS Module 2	Instructional Coaches, Specialists and select HS LA/SS teachers
8/12/2010	New teacher Differentiation	New teachers PreK-12
8/12/2010	Eduphoria!Aware	Grades PreK-12 Administrators
8/13/2010	CSCOPE Day 1 (four sections)	Grades K-2, 3-5, 6-8, and 9-12 Core Area Teachers
8/16-17/2010	Campus-based staff development	Grades PreK-12
8/17/2010	CSCOPE Day 1	Grades K-12 Core Area Teachers/Sp Ed staff
8/18/2010	CSCOPE Day 2	Grades 6-12 Core Area Teachers
8/18/2010	Content Area Training	Grades 6-12 Electives
8/18/2010	Nurses CPE	Grades PreK-12 Nurses
8/19/2010	PreK Campus-based staff development	Grade Pre-K
8/19/2010	CSCOPE Day 2	Grades K-5 Core Area Teachers
8/19/2010	Content Area Training	Grades K-5 Music and PE Teachers
8/20/2010	PreK Campus-based staff development	Grade Pre-K
8/20/2010	Curriculum Instruction	Grades K-12 Core Area Teachers
8/20/2010	Content Area Training	Grades K-5 Music and PE Teachers and 6-12 Electives
8/26/2010	SISD BIL/ESL Orientation/Dual Language	ALL Bilingual/ESL Teachers
8/30/2010	Eduphoria!Aware	Instructional Coaches and Specialists
9/2/2010	LPAC Training	ALL Bilingual/ESL Teachers
9/3/2010	Cognitive Coaching Day 1	Instructional Coaches and Specialists
9/7/2010	Woodcock-Muñoz Training	ALL Bilingual/ESL Paraprofessionals
9/9/2010	Woodcock-Muñoz Training	NEW Bilingual/ESL Teachers & Counselors
9/9/2010	Read 180 Training	New Read 180 teachers
9/13-14/2010	GT 30-hour <i>Nature & Needs</i>	PreK-12 teachers
9/14/2010	ELPS Secondary	Saegert, AJB, Jim Barnes Secondary ESL Certified Teachers
9/14/2010	CSCOPE Differentiation	Grades K-12 Advanced Academic & Special Ed teachers
9/16/2010	Professional Development for BIL/ESL Paras	All BIL/ESL Paraprofessionals
9/16/2010	BIL/Sp.ED. Collaborative Services	Special Ed. Staff & Teachers
9/17/2010	Cognitive Coaching Day 2	Instructional Coaches and Specialists
9/20-21/2010	GT 30-hour <i>Assessment</i>	PreK-12 teachers
9/28/2010	Rosetta Stone Training	Secondary ESL Teachers
9/28/2010	CSCOPE Campus Implementation Team Training	Campus Implementation Team Members
10/1/2010	Cognitive Coaching Day 3	Instructional Coaches and Specialists

10/4-5/2010	GT 30-hour <i>Curriculum Day 1</i>	PreK-12 teachers
10/11-12/2010	GT 30-hour <i>Curriculum Day 2</i>	PreK-12 teachers
10/15/2010	Cognitive Coaching Day 4	Instructional Coaches and Specialists
10/15/2010	Lbook Training	Secondary ESL Teachers
Fall	Terra Nova Classroom Connections	Grades 2-12 Bilingual Teachers
TBA	Parent LPAC Training	Parents of Active BIL/ESL LEP Students
TBA	Tejas Lee Update	K-2 grade Bilingual Teachers
11/4/2010	Math for ELL's	ALL Bilingual/ESL Teachers
11/8-9/2010	GT 30-hour <i>Curriculum Day 3</i>	PreK-12 teachers
January-February	TELPAS Supplemental Training	New/Returning Raters
1/6/2011	Mid-Year LPAC/EOY Goal Setting	ALL Bilingual/ESL Teachers
2/10/2011	TELPAS Refresher Courses/Supplemental	ALL Bilingual/ESL Teachers
4/7/2011	BIL/ESL Article Response	ALL Bilingual/ESL Teachers
5/5/2011	End of Year Program Evaluation Professional Profile	ALL Bilingual/ESL Teachers