



# **Seguin Independent School District**

**District Improvement Plan  
2012-2013**



## **Board of Trustees**

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**Superintendent  
Dr. Irene Garza**

## Mission Statement

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Our mission is excellence.

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

## Beliefs

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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

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The Board's priorities are for the District to:

1. Provide a safe, secure, orderly, and drug-free climate promoting a positive and supportive learning environment.
2. Recruit, train and retain faculty and staff to impact student achievement and enhance the work environment.
3. Integrate technology to create a relevant, rigorous and engaging learning culture and to improve communication between students, parents, teachers and the community
4. Improve student academic performance by providing learning that is engaging, rigorous, relevant and motivating to ensure student success in college and/or careers.
5. Promote Seguin ISD and its image.
6. Make fiscally sound decisions that support student achievement and maintain a strong financial position.

District Education Improvement Council Members

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- |                                      |  |   |
|--------------------------------------|--|---|
| 1. <u>District: Dr. Irene Garza</u>  | 16. <u>Saegert: Shirley Germann</u>    | 31. <u>Bilingual: Citlahi Hendrick</u>    |
| 2. <u>District: Dr. Carlos Rios</u>  | 17. <u>AJB: Barbara Halter</u>         | 32. <u>Admin PK-6: Cesily Peeples</u>     |
| 3. <u>District: Bill Lewis</u>       | 18. <u>Barnes: Angel Guadarrama</u>    | 33. <u>Admin PK-6: Suzette Castilleja</u> |
| 4. <u>District: Carole McCauley</u>  | 19. <u>SHS: Pat Weir</u>               | 34. <u>Admin 7-12: Andrew Drumm</u>       |
| 5. <u>District: Lelah Moseley</u>    | 20. <u>SHS: Becky Galvan</u>           | 35. <u>Admin 7-12: Michael Garza</u>      |
| 6. <u>District: Sonia Dominguez</u>  | 21. <u>Burges: Stephen McCullough</u>  | 36. <u>Community: Hope Vasquez</u>        |
| 7. <u>District: Cynthia Borden</u>   | 22. <u>SpEd PPCD-6: K Segner</u>       | 37. <u>Community: Pam Colvin</u>          |
| 8. <u>District: Jonathan Flores</u>  | 23. <u>SpEd 7-12: Barbara Halter</u>   | 38. _____                                 |
| 9. <u>District: Sarah Perez</u>      | 24. <u>Advanced Acad: Monica Moody</u> | 39. _____                                 |
| 10. <u>Ball: Sally Keddal</u>        | 25. <u>Fine Arts: Kevin Bell</u>       | 40. _____                                 |
| 11. <u>Jefferson: Abby Brown</u>     | 26. <u>HPER: Joelle Allen</u>          | 41. _____                                 |
| 12. <u>Patlan: Alexandra Marbach</u> | 27. <u>Technology: Stephanie Tower</u> | 42. _____                                 |
| 13. <u>Rodriguez: Dawn McMillan</u>  | 28. <u>Librarian: Betty Moltz</u>      | 43. _____                                 |
| 14. <u>Vogel: Summer Holte</u>       | 29. <u>CTE: Betsy Flood</u>            | 44. _____                                 |
| 15. <u>Weinert: Vanessa Amador</u>   | 30. <u>Bilingual: Brenda Mayorga</u>   | 45. _____                                 |

# Needs Assessment

## 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 informal review includes data from the following:

- Disaggregation of community demographic
- Disaggregation of state assessment 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 Star Chart
- SBEC Standard
- Analysis of Performance-Based Monitoring Analysis System
- Seguin ISD Vision Document

# Needs Assessment

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
Seguin ISD Vision Document	Vision
Performance-Based Monitoring Analysis System	PBMAS
Data Teams	DTeams

The needs assessment will analyze student learning, school processes, demographics and perceptions. Subcommittees shall be formed to analyze the following 8 Areas of Focus:

Demographics	Curriculum, Instruction, and Assessment
Student Achievement	Family and Community Involvement
School Culture & Climate	School Organization
Staff Quality, Recruitment, & Retention	Technology

# Needs Assessment

A comprehensive needs assessment was conducted with the Campus Site Based Decision Making team on: April 16, 2012

Committee	Members
<b>Demographics</b>	Janet Hudson
	Andrew Drumm
	Katie Edwards

<b>Student Achievement</b>	Lelah Moseley
	Cesily Peeples
	Sarah Perez

<b>School Culture &amp; Climate</b>	Stephen McCullough
	Veronica Silva
	Abby Brown

<b>Staff Quality, Recruitment, &amp; Retention</b>	Summer Holte
	Ellie Cisneros
	Shirley Germann

Committee	Members
<b>Curriculum, Instruction, and Assessment</b>	Carole McCauley
	Brenda Mayorga

<b>Family and Community Involvement</b>	Pam Colvin
	Sally Keddall
	Jonathan Flores

<b>School Organization</b>	Andrew Drumm
	Katie Edwards

<b>Technology</b>	Bill Lewis

# Needs Assessment

## Strengths:

1.	100% Highly qualified teachers in the district.
2.	Improved District website that promotes positive images of SISD events.
3.	Decrease in Special Ed discretionary placements to DAEP.
4.	Decrease in disciplinary referrals across the district.
5.	Continued implementation of CSCOPE, aligned to state standards.
6.	Implementation of new Planning Protocol coupled with observation form aligned to protocol steps.
7.	Numerous data sources to evaluate and analyze student performance in grades 3-11.
8.	Staff Development and implementation of Data Teams across all core disciplines at all grade levels.
9.	Continued improvement of interventions for at-risk students.
10.	Improvement in the wireless access across the district.

## Concerns:

1.	Lack of universal screener for collecting grades PreK-2 literacy and Math in order to inform instruction.
2.	Improve attendace in parent meetings.
3.	Improve salaries to match surrounding districts.
4.	Improve training on cultural diversification.
5.	Prioritize bilingual certification.
6.	Create campus-based committees to review discipline referrals.
7.	Two campuses are Support Schools (AYP Stage 1) and one campus is a Focus School (AU).
8.	The District is in Stage 3 AYP for Math and Reading performance.
9.	Special Ed discretionary placements to ISS and OSS are above the State rate.
10.	Special Ed and ESL STAAR passing rate at TAKS equivalency is low in all subject areas.
11.	Increase project-based learning opportunities.
12.	Provide support through Professional development activities to increase rigor and relevance in all classes.
13.	Ensure that CTE courses are current and promote college/career readiness.
14.	Establish program for career exploration in the middle schools.

FALL 2011 (as of January 2012)<sup>Resubmission</sup>

ENROLLMENT AND ETHNIC REPRESENTATION

	Nat Am		Asian		Af Am		Hispanic		White		Hawaiian or Other PI		Two or more Races		TOTAL
	#	%	#	%	#	%	#	%	#	%	#	%		%	#
Ball ECC (	0	0.00%	3	0.79%	24	6.33%	291	76.78%	56	14.78%	0	0.00%	5	1.32%	379
Jefferson (	0	0.00%	2	0.42%	34	7.13%	353	74.00%	86	18.03%	0	0.00%	2	0.42%	477
Rodriguez	1	0.19%	0	0.00%	28	5.36%	401	76.82%	89	17.05%	0	0.00%	3	0.57%	522
Weinert (1	3	0.57%	5	0.95%	23	4.36%	313	59.39%	178	33.78%	1	0.19%	4	0.76%	527
MCQueene	0	0.00%	0	0.00%	26	6.16%	293	69.43%	95	22.51%	0	0.00%	8	1.90%	422
Patlan (10	1	0.23%	0	0.00%	23	5.18%	348	78.38%	63	14.19%	0	0.00%	9	2.03%	444
Koennecke	1	0.20%	7	1.42%	19	3.86%	279	56.71%	176	35.77%	1	0.20%	9	1.83%	492
Vogel (110	0	0.00%	1	0.22%	19	4.13%	280	60.87%	156	33.91%	1	0.22%	3	0.65%	460
JFS (102)	0	0.00%	1	0.19%	27	5.08%	364	68.42%	138	25.94%	0	0.00%	2	0.38%	532
Jim Barnes	3	0.55%	2	0.37%	31	5.67%	345	63.07%	162	29.62%	0	0.00%	4	0.73%	547
AJB (042)	1	0.19%	2	0.37%	37	6.92%	350	65.42%	140	26.17%	0	0.00%	5	0.93%	535
SHS (001) 9-12	5	0.26%	17	0.89%	110	5.74%	1159	60.52%	610	31.85%	0	0.00%	14	0.73%	1915
MBLC (002	0	0.00%	2	1.48%	15	11.11%	94	69.63%	23	17.04%	0	0.00%	1	0.74%	135
Burges (01	0	0.00%	0	0.00%	3	9.09%	25	75.76%	5	15.15%	0	0.00%	0	0.00%	33
JDC (012/1	0	0.00%	0	0.00%	5	25.00%	12	60.00%	2	10.00%	0	0.00%	1	5.00%	20
TOTAL SIS	15	0.20%	42	0.56%	424	5.70%	4907	65.95%	1979	26.60%	3	0.04%	70	0.94%	7440

STUDENTS BY SEX, ETHNICITY, AND GRADE

Seguin ISD	Nat Am		Asian		Af Am		Hispanic		White		Hawaiian or Other PI		Two or more Races		TOTAL	% by Grade
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Enroll	
Grade Level																
EE	0	0	0	0	0	0	12	7	6	1				1	27	0.4%
PK	0	0	0	3	8	16	135	137	26	23	0	0	2	2	352	4.7%
KG	0	1	1	0	12	19	214	186	77	67	2	0	5	8	592	8.0%
01	0	0	1	0	16	10	218	192	76	71	0	0	6	3	593	8.0%
02	2	1	2	2	19	16	185	175	70	54	0	0	4	4	534	7.2%
03	1	0	1	2	11	7	186	185	69	62	0	0	0	0	524	7.0%
04	0	0	1	1	25	13	161	198	73	76	0	1	0	0	549	7.4%
05	0	1	2	2	10	14	181	187	79	69	0	0	3	5	553	7.4%
06	0	0	1	0	15	12	195	169	75	63	0	0	0	2	532	7.2%
07	0	0	1	1	16	22	170	176	77	74	0	0	3	4	544	7.3%
08	4	0	1	1	17	14	176	181	73	81	0	0	1	2	551	7.4%
09	2	0	2	3	23	27	221	201	97	80	0	0	3	0	659	8.9%
10	0	0	3	2	14	14	167	167	88	66	0	0	1	2	524	7.0%
11	1	0	4	0	21	6	128	130	81	75	0	0	3	3	452	6.1%
12	2	0	3	2	15	12	121	146	75	75	0	0	1	2	454	6.1%
TOTALS	12	3	23	19	222	202	2470	2437	1042	937	2	1	32	38	7440	100.0%
PERCENT	0.2%	0.0%	0.3%	0.3%	3.0%	2.7%	33.2%	32.8%	14.0%	12.6%	0.0%	0.0%	0.4%	0.5%	100.0%	



CAMPUS 9th Graders	Nat Am		Asian		Af Am		Hispanic		White		Hawaiian or Other PI		Two or more Races		TOTAL Enroll
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
SHS-Fresh	1	0	2	3	13	23	159	161	82	68	0	0	2	0	514
SHS-Main	1	0	0	0	5	3	47	36	14	11	0	0	1	0	118
GM/BB Lea	0	0	0	0	0		1	1	0	0	0	0	0	0	2
Burges	0	0	0	0	2		10	2	1	0	0	0	0	0	15
Juv Det Ct	0	0	0	0	3	1	4	1	0	1	0	0	0	0	10
<b>TOTALS</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>23</b>	<b>27</b>	<b>221</b>	<b>201</b>	<b>97</b>	<b>80</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>659</b>

FALL 2011 (as of January 2012)<sup>Resubmission</sup>

Campus	Campus #	Total Enrollment	Total At-Risk	Percent At-Risk	Total Economically Disadvantaged	Percent Economically Disadvantaged
Ball ECC	101	379	117	30.9%	366	96.6%
Jefferson	103	477	208	43.6%	395	82.8%
Rodriguez	104	522	268	51.3%	430	82.4%
Weinert	105	527	214	40.6%	334	63.4%
McQueen	106	422	171	40.5%	308	73.0%
Patlan	108	444	251	56.5%	352	79.3%
Koenneck	109	492	201	40.9%	316	64.2%
Vogel	110	460	209	45.4%	327	71.1%
Saegert	102	532	162	30.5%	353	66.4%
Jim Barne	041	547	256	46.8%	359	65.6%
AJB	042	535	249	46.5%	385	72.0%
SHS	001	1915	928	48.5%	1035	54.0%
Mercer Bl	002	135	127	94.1%	83	61.5%
Burges	111	33	33	100.0%	24	72.7%
Juv Det C	112	20	20	100.0%	4	20.0%
<b>Total</b>		<b>7440</b>	<b>3414</b>	<b>45.9%</b>	<b>5071</b>	<b>68.2%</b>

The economically disadvantaged figures were captured as part of the January resubmission date.  
The economically disadvantaged figures will continue to change as parents/guardians submit updated applications with changes in income.

FALL 2011 (as of January 2012) Resubmission

**Bilingual & ESL**

	Ball ECC	Jefferso n	Rodrigu ez	Weinert	McQ	Patlan	Koen	Vogel	JFS	JB	AJB	SHS	FC	MBLC	Burges	JDC	Total
EE	2																2
PK	59																59
K		0	18	0	0	12	19	13									62
1		1	26	0	1	19	11	20									78
2		0	25	1	1	17	15	22									81
3		0	27	1	2	25	16	21									92
4		0	12	1	0	9	4	14									40
5		0	12	0	1	9	4	11									37
6									26								26
7										10	14						24
8										7	19					3	29
9												14	18	0			32
10												17		1			18
11												13		2			15
12												11		5			16
	61	1	120	3	5	91	69	101	26	17	33	55	18	8	3	0	611

**Special Education**

	Ball ECC	Jefferso n	Rodrigu ez	Weinert	McQ	Patlan	Koen	Vogel	JFS	JB	AJB	SHS	FC	MBLC	Burges	JDC	Total
EE	26																26
PK	11																11
K		9	4	10	2	0	7	1									33
1		6	13	7	9	1	2	6									44
2		7	8	6	3	4	4	1									33
3		4	7	5	5	4	7	3									35
4		14	12	9	3	6	8	0									52
5		11	12	10	7	9	8	6									63
6									61								61
7										30	36					1	67
8										43	34					2	80
9												21	55	0	3	1	80
10												56		1	1		58
11												35		2	0		37
12												42		4	0		46
	37	51	56	47	29	24	36	17	61	73	70	154	55	7	7	2	726

### At-Risk

	Ball ECC	Jefferso n	Rodrigu ez	Weinert	McQ	Patlan	Koen	Vogel	JFS	JB	AJB	SHS	FC	MBLC	Burges	JDC	Total
EE	2																2
PK	115																115
K		32	39	31	19	30	34	36									221
1		43	49	35	29	42	19	35									252
2		50	51	33	35	52	39	37									297
3		28	65	46	38	64	36	38									315
4		28	31	38	24	30	45	37									233
5		27	33	31	26	33	28	26							1		205
6									162								162
7										126	127				1	2	256
8										130	122				8	2	262
9												255	118	2	15	10	400
10												251		7	6	4	268
11												211		23	2	2	238
12												93		95			188
	117	208	268	214	171	251	201	209	162	256	249	810	118	127	33	20	3414

### Economically Disadvantaged

	Ball ECC	Jefferso n	Rodrigu ez	Weinert	McQ	Patlan	Koen	Vogel	JFS	JB	AJB	SHS	FC	MBLC	Burges	JDC	Total
EE	15																15
PK	351																351
K		72	73	69	43	56	57	57									427
1		74	91	66	54	64	48	56									453
2		69	64	48	49	59	62	55									406
3		55	74	47	44	62	52	54									388
4		65	64	57	58	57	49	56									406
5		60	64	47	60	54	48	49							1		383
6									353								353
7										184	200				1		385
8										175	185				7	1	368
9												111	279	1	10	3	404
10												277		6	4		287
11												200		19	1		220
12												168		57			225
	366	395	430	334	308	352	316	327	353	359	385	756	279	83	24	4	5071

**Limited English Proficient (LEP)**

	Ball ECC	Jefferso n	Rodrigu ez	Weinert	McQ	Patlan	Koen	Vogel	JFS	JB	AJB	SHS	FC	MBLC	Burges	JDC	Total
EE	2																2
PK	60																60
K		0	19	0	0	12	19	13									63
1		1	27	0	1	20	13	20									82
2		0	25	2	1	18	15	22									83
3		1	27	2	2	27	16	21									96
4		0	13	2	0	10	4	14									43
5		0	12	2	1	9	4	11									39
6									28								28
7										11	15						26
8										8	19				3		30
9												13	21	0			34
10												17		1			18
11												13		2			15
12												11		5			16
	62	2	123	8	5	96	71	101	28	19	34	54	21	8	3	0	635

**Migrant**

	Ball ECC	Jefferso n	Rodrigu ez	Weinert	McQ	Patlan	Koen	Vogel	JFS	JB	AJB	SHS	FC	MBLC	Burges	JDC	Total
EE	1																1
PK	2																2
K		0	0	0	0	1	0	1									2
1		0	0	0	0	0	1	1									2
2		0	0	0	0	0	0	0									0
3		0	1	0	0	0	0	2									3
4		0	0	0	0	0	0	0									0
5		0	1	0	0	0	2	2									5
6									4								4
7										1	2						3
8										0	1						1
9													3	0			3
10												2		1			3
11												1		0			1
12												0		0			0
	3	0	2	0	0	1	3	6	4	1	3	3	3	1	0	0	30

**GT/EL**

	Ball ECC	Jefferso n	Rodrigu ez	Weinert	McQ	Patlan	Koen	Vogel	JFS	JB	AJB	SHS	FC	MBLC	Burges	JDC	Total
EE	0																0
PK	0																0
K		0	0	0	0	0	0										0
1		1	6	1	1	1	2	2									14
2		3	0	9	2	2	6	1									23
3		6	5	8	2	5	4	2									32
4		9	1	9	10	6	5	6									46
5		8	3	13	9	4	7	13									57
6									58								58
7										26	21						47
8										27	29						56
9												48	2	0			50
10												51		0			51
11												44		0			44
12												42		0			42
	0	27	15	40	24	18	24	24	58	53	50	185	2	0	0	0	520

**SISD AYP Data Table**

Reading	2011 Scores	AYP 2012 Standard s	Gain Required to Meet Standard s	Required Improve ment	Required Score	Number of Students Tested	Number of Students Passing	2012 Scores
<b>Reading</b>								
All Students	84%	87%	3%	2%	86%	3514	2879	82%
Af. Amer.	85%	87%	2%	2%	87%	184	147	80%
Hispanic	81%	87%	6%	2%	83%	2332	1853	79%
White	90%	87%	-3%	1%	87%	950	838	88%
Econ Dis.	81%	87%	6%	2%	83%	2413	1896	79%
Special Ed.	60%	87%	27%	4%	64%	385	217	56%
LEP	67%	87%	20%	3%	70%	383	267	70%
<b>Math</b>								
All Students	78%	83%	5%	2%	80%	3515	2717	77%
Af. Amer.	67%	83%	16%	3%	70%	212	141	67%
Hispanic	75%	83%	8%	3%	78%	2320	1737	75%
White	86%	83%	-3%	1%	83%	1037	889	86%
Econ Dis.	74%	83%	9%	3%	77%	2482	1836	74%
Special Ed.	48%	83%	35%	5%	53%	411	196	48%
LEP	66%	83%	17%	3%	69%	363	238	66%

	<b>District Goals/Board Priorities:</b>	<b>District Performance Objectives:</b>
1	Provide a safe, secure, orderly and drug-free climate promoting a positive and supportive learning environment.	1.1 Develop a guidance curriculum for early intervention services to meet the social and emotional needs of students. (Finding 11 - Counseling).
		1.2 Campuses will provide opportunities for parents to participate in the educational process through: (Finding 6 - Family and Community Involvement) Various volunteer activities; parenting skills workshops; post secondary support; family academic support activities; and online parent/student portal.
		1.3 Ensure safety of students, staff, and facilities by: conducting annual safety reviews and training; inspecting campus essential/emergency systems; conducting safety inspections of all campus playgrounds and equipment.
		1.4 Enforce and monitor established dress code for students and staff.
		1.5 Continue to enhance the campus climate and standard of behavioral expectations by developing social and emotional skills through character and discipline education. (Finding 4: Character Education): Positive Behavior Intervention Support (PBIS) System; Rachel's Challenge.
		1.6 Promote a drug-free climate with: ongoing education; the use of drug detection canine teams; and the use of a student drug testing program and reports on testing results.

	<b>District Goals/Board Priorities:</b>	<b>District Performance Objectives:</b>
2	Recruit, train and retain faculty and staff to impact student achievement and enhance the work environment.	2.1 With the use of the annual job fair data, the District will, recruit and retain, a diverse population of highly qualified teachers, administrators, and support staff.
		2.2 Review teacher retention data and collaborate with campus administration to retain 85% or more of professional staff.
		2.3 Evaluate teacher effectiveness in the classroom utilizing formative and summative data, including but not limited to: PDAS/ATR, evaluations, walk-through information and value-added data. Staff development and intervention plans will be developed based on teacher performance as needed. Campus principals will conduct a minimum of 25 documented walk-throughs per week.
		2.4 A 1st year teacher interview will be conducted in March to evaluate District support of new teachers. The survey will include questions regarding campus/District communication, resource availability, guidance and training.
		2.5 Support the SHS teacher education program and maintain higher education partnerships to encourage graduates to seek employment in our District.
		2.6 Conduct employee compensation analysis utilizing regional market data in an effort to offer competitive compensation packages.
		2.7 Continue district-wide appreciation and recognition activities.

	<b>District Goals/Board Priorities:</b>	<b>District Performance Objectives:</b>
3	Integrate technology to create a relevant, rigorous and engaging learning culture and to improve communication between students, parents, teachers and the community	3.1 Develop and implement a technology-rich staff development program based on District and campus needs assessments by providing staff with: training and support necessary to utilize technology in their areas of responsibility; and online and campus based professional development options.
		3.2 Maximize opportunities for student success by increasing the use of technology resources for learning in the 21st century by: supporting online learning opportunities for students; monitoring student proficiency, knowledge and application of information technology literacy; and developing protocols for creating equitable access through the use of personally owned or school provided technology.
		3.3 Provide infrastructure for network and wireless connectivity to support an increasingly rigorous curriculum. Actions include the following: Install, test, and implement a wireless solution District wide; plan and test a Bring Your Own Technology program; and prepare the 2013-2016 Technology Plan.
		3.4 Libraries will offer an academic and social environment that encompasses technology and support services for research and production process. (Finding 7 - Libraries)



	<b>District Goals/Board Priorities:</b>	<b>District Performance Objectives:</b>
4	Improve student academic performance by providing learning that is engaging, rigorous, relevant and motivating to ensure student success in college and/or careers.	4.1 Provide Career and Technical Education programs that include a variety of career pathways designed to prepare college and/or career ready students. (Finding 5 - Career and Technical Education)
		4.2 Increase teacher's ability to plan and deliver rigorous and relevant instruction for all students through the use of curriculum documents, locally developed formative assessments and data team findings.
		4.3 Enhance a college bound culture by increasing opportunities for dual credit courses, increasing enrollment in AP courses, and providing SAT/ACT prep classes.
		4.4 Continue to develop a quality curriculum for all courses at all grade levels that meet the minimum audit curriculum guide components: Standards/TEKS, prerequisite skills, instructional strategies, resources, and assessment.
		4.5 Continue to develop project-based learning opportunities to engage and increase student ownership, provoke higher-order thinking, promote in-depth understanding, and offer real world experiences.
		4.6 Promote a college and career ready workforce by offering summer enrichment activities that enhance student organizational skills, creativity, problem solving, and teamwork.
		4.7 Increase high school completion rate by monitoring individual students within cohort groups regarding enrollment status, regular attendance, academic achievement, and credit accrual progression and connecting students with appropriate individualized interventions.
		4.8 Provide academic interventions to each at-risk student based on District Response to Intervention (Rtl) processes and monitor student success.

District Improvement Plan - Summary

	<b>District Goals/Board Priorities:</b>	<b>District Performance Objectives:</b>
5	Promote SISD and its image.	<p>5.1 Promote Seguin ISD while embracing diversity and celebrating successes of students, staff and District through distribution of newsworthy items and delivery of key items.</p> <p>5.2 Communicate District information to the community through consistent and timely messages to include SISD website, social media, printed materials, media releases, and meetings with editors/reporters and stakeholders.</p> <p>5.3 Foster business and community partnerships through active participation in community-based opportunities and events.</p>
6	Make fiscally sound decisions that support student achievement and maintain a strong financial position.	<p>6.1 Maintain the following fund balance targets: General Fund unassigned fund balance of three months of operations (25%); Debt Service Fund reserved fund balance of 25% of the annual debt service requirement.</p> <p>6.2 Maintain a superior rating on Schools Financial Integrity System of Texas (FIRST).</p> <p>6.3 Exhibit responsible stewardship of District funds by using innovative ways to meet the current and emerging needs of all students to include: Pursuing alternative funding sources such as competitive grants; efficient use of available resources; exploring cooperative opportunities; and providing optimal staffing, facilities, and technology to meet the needs of all students.</p>

<b>Goal: (1)</b> Provide a safe, secure, orderly, and drug-free climate promoting a positive and supportive learning environment.									
Obj. #	Actions/Implementation	Needs Assmt	Special Pops	Person(s) Responsible	Timeline	Resources	Funding Source	Formative Evaluation	Documented
1.1	Develop and implement a Pre-K-12 guidance and counseling curriculum program.	Vision		Campus Counselors, Coordinator of Academic Support	August 2012 - June 2013	Personnel	A	Referrals, guidance resources	Agendas, Meetings
1.1	Utilize Title I-A funds to coordinate social and academic services to students.	Demo		Coordinator of Student Academic Services	August 2012 - June 2013	\$19,000.00	B	Plan to address counseling and Rtl	Meeting agendas
1.1	Utilize State Compensatory Education funds to coordinate social and academic services to students.	Demo		Coordinator of Student Academic Services	August 2012 - June 2013	\$27,000.00	I	Plan to address counseling and Rtl	Meeting agendas
1.2	Provide a professional library of resources for counselors to utilize for parent workshops and campus staff development. (Appendix B-6)	Vision		Coordinator of Academic Support/Migrant Recruiter	August 2012 - June 2013	Personnel	D	Needs Assessment	Library Usage Log
1.2	Utilize Title I-A funds to provide parent involvement services that are both meaningful and necessary. (Appendix B-6)	Demo		Asst. Supt of Curr & Instr	August 2012 - June 2013	\$19,000.00	B	CIPs	Parent Compacts, Sign in sheets
1.2	Provide information on campus and district websites to promote higher education, college & career readiness.	Vision		College and Career Coordinator	August 2012 - June 2013	District website	A	Promotion of website to student & parent	Work order to post information on campus website
1.3	Implement facilities plan in order to efficiently and economically manage the maintenance effort.	Vision		COO	August 2012 - June 2013	Personnel	A	Completion Report to Superintendent	School Board Information Item
1.3	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.	Vision, TEC		COO	July, October 2012	Personnel	A	Completion Report to Superintendent	School Board Information Item

<b>Goal: (1)</b> Provide a safe, secure, orderly, and drug-free climate promoting a positive and supportive learning environment.									
Obj. #	Actions/Implementation	Needs Assmt	Special Pops	Person(s) Responsible	Timeline	Resources	Funding Source	Formative Evaluation	Documented
1.3	Inspect district facilities annually before the start of school to ensure proper operation of essential systems and inspect twice a year for overall cleanliness.	Vision, TEC		COO	August 2012 - June 2013	Personnel	A	Completion Report to Superintendent	School Board Information Item
1.3	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.	Vision, TEC		COO	August 2012, January 2013	Personnel	A	Completion Report to Superintendent	School Board Information Item
1.3	Quarterly Safety meetings will be held at campuses, with higher annual incidents based on historical data.	Vision, TEC		Risk Manager	August 2012 - June 2013	Personnel	A	Discipline Safety Report, meeting Agenda	Sign-in Sheets
1.4	Enforce and monitor established dress code for students and staff.	D&A		Campus Principals	August 2012 - June 2013	Personnel	A	TEAMS Discipline Statistics	Campus Survey, EOY Discipline Statistics
1.5	Continue implementing Rachel's Challenge in schools to promote positive character education.	PEIMS		Asst Supt of Curr & Inst, Coordinator of Academic Support	August 2012 - June 2013	Personnel	A	FOR team projects	Report to School Board
1.5	Review discipline data by campus, by district to identify areas for training and improvement.	D&A		Asst Supt of Curr & Inst, Campus Principals, COO, Exec Dir of Tech	August 2012 - June 2013	Personnel	A	PEMIS Data, AEIS, PBMAS	TEAMS EOY Report
1.5	Maintain and 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, District PBIS Team	August 2012 - June 2013	PBIS Campus teams	A	Walk-throughs, Superintendent Updates	EOY Review, DAEP Assignments

<b>Goal: (1)</b> Provide a safe, secure, orderly, and drug-free climate promoting a positive and supportive learning environment.									
Obj. #	Actions/Implementation	Needs Assmt	Special Pops	Person(s) Responsible	Timeline	Resources	Funding Source	Formative Evaluation	Documented
1.5	Develop and implement a plan for decreasing the percentage of students in special education with discretionary placements in DAEP, ISS, and OSS.	PBMAS	Sp Ed	Sp Ed Director, District Behavior Specialists, Campus Principals	August 2012 - June 2013	PBIS Campus teams	A	PBMAS Quarterly progress monitoring	Copy of Developed Plan
1.5	Conduct a monthly audit of the number of students in special education with discretionary placements in DAEP, ISS, and OSS.	PBMAS	Sp Ed	Sp Ed Director, District Behavior Specialists, Campus Principals	August 2012 - June 2013	PBIS Campus teams and special education staff	A	Monthly progress monitoring of TEAMS data	Monthly reports
1.5	Provide staff development to FOCUS, Life Skills teachers, principals, and counselors on Satori Alternatives to Managing Aggression (SAMA) to provide strategies for students who have behavioral difficulties.	PBMAS	Sp Ed	Sp Ed Director, District Behavior Specialists, Campus Principals	August 2012 - June 2013	PBIS Campus teams and special education staff	A	PBIS Data, PBMAS, AEIS	Sign-in Sheets, Evaluation of walkthrough data
1.6	Continue random student drug testing program.	D&A		COO, Dir of Student Support	August 2012 - June 2013	Personnel	A	Semi-annual review of testing results	Discipline Data, EOY Report
1.6	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.	D&A		COO, Dir of Student Support	August 2012 - June 2013	Personnel	A	Superintendent Updates	EOY Review

<b>Goal: (2)</b> Recruit, train and retain faculty and staff to impact student achievement and enhance the work environment.									
Obj. #	Actions/Implementation	Needs Assmt	Special Pops	Person(s) Responsible	Timeline	Resources	Funding Source	Formative Evaluation	Documented
2.1	Recruit teachers and instructional staff who meet the NCLB status. (Appendix B - 5)	STF		Asst Supt of HR, Certification Specialist	August 2012 - June 2013	Personnel	B	SBEC certifications, State exam scores, Transcript verification	Staff records, campus master schedules, NCLB report
2.1	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 B - 5)	SBEC		Asst Supt of HR, Certification Specialist	August 2012 - June 2013	Personnel	B	SBEC certifications, Teacher applications, resumes	Job fair data, staff records
2.1	Utilize Local funds to increase the number of teachers that have completed ESL certification and GT training. (Appendix B - 4)	Spop	ESL, Advanced Academics	Coordinators of Special Populations, Asst Supt of C & I, Campus Principals	August 2012 - June 2013	Personnel	A	State Certification, Local Cert.	Agenda, Certification
2.1	Utilize Title III funds to increase the number of teachers that have completed ESL certification and GT training. (Appendix B - 4)	Spop	ESL, Advanced Academics	Coordinators of Special Populations, Asst Supt of C & I, Campus Principals	August 2012 - June 2013	Personnel	E	State Certification, Local Cert.	Agenda, Certification
2.1	Utilize Title II-A funds to train highly effective Administration staff through an Assistant Principal training system and new Principal Mentor Program.	STF		Asst. Supt of Curr & Instr	August 2012 - June 2013	\$75,000.00	C	Walk-through data	Annual Evaluations
2.2	Provide a retention report for campus administrators which will reflect the rates from 2011 to 2012, with a goal of retaining 85% or more of staff.	STF		Asst Supt of HR, Staffing specialist	November, 2012	Personnel	B	Campus retention reports	Resignation letters, exit survey

<b>Goal: (2)</b> Recruit, train and retain faculty and staff to impact student achievement and enhance the work environment.									
Obj. #	Actions/Implementation	Needs Assmt	Special Pops	Person(s) Responsible	Timeline	Resources	Funding Source	Formative Evaluation	Documented
2.3	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. (Appendix B -4)	STF		Asst Supt of HR, Campus Principals	August 2012, June 2013	Personnel, Eduphoria	A	Teacher Contracts	Eduphoria walk-through docs, evaluations, intervention plans
2.4	Provide each first year teacher a survey to complete regarding campus/district communication, resources availability, guidance and training.	STF		Asst Supt of HR, Staffing specialist	March, 2013	Personnel	A	District survey	Survey results
2.5	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 HR, Certification Specialist, SHS teacher prep instructor	August 2012, June 2013	Personnel	A	Teacher applications, resumes	Agendas from teacher prep meetings, agenda for spring meeting with seniors majoring in education
2.6	A regional market comparison will be done with surrounding districts to assist the district in offering competitive compensation packages.	STF		Asst Supt of HR, Staffing specialist, Salary officer	April, 2013	Personnel	A	TASB - HR Services Data	Regional Market comparisons
2.7	Acknowledge job performance and efforts with district-wide employee appreciation and recognition activities.	STF		Asst Supt of HR, PIO	August 2012, June 2013	Personnel, District and Campus websites	A	Media Coverage	Agenda for District Events

Goal: (3) Integrate technology to create a relevant, rigorous and engaging learning culture and to improve communication between students, parents, teachers and the community									
Obj. #	Actions/Implementation	Needs Assmt	Special Pops	Person(s) Responsible	Timeline	Resources	Funding Source	Formative Evaluation	Documented
3.1	All teachers receive ongoing technology training to utilize district internal communication systems so that they can effectively share knowledge with other teachers.	SBEC		Exec Dir of Tech	August 2012 - June 2013	Personnel, Technology	A	Lesson Plans; PDAS; Sign in Sheets; Data in systems	Eduphoria certificates
3.2	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 environment.	STAR		Exec Dir of Tech	August 2012 - June 2013	Personnel, Technology	A/L	Lesson Plans; PDAS; Sign in Sheets; Self Reporting, Student Products	Tech Comp Training; Online Sharing Options such as Wikis, Skype, Distance Learning
3.2	Work towards all students having access to distance learning opportunities for post secondary options.	STAR		Exec Dir of Tech	August 2012 - June 2013	Personnel, Technology	A	Registration in courses; participation in training	Texas Virtual School Network, Moodle; Classroom monitors, on-line facilitator training; course creation training
3.2	Provide equitable access to digital learning devices for all students and teachers.	STAR		Exec Dir of Tech	August 2012 - June 2013	Personnel, Technology	A/L	Purchase orders, usage schedules, sign in sheets	iPads, Laptops, Desktops, handheld devices; Training
3.3	Upgrade infrastructure for network and wireless connectivity to support an increasingly rigorous curriculum.	District Vision Plan/STAR		Exec Dir of Tech	July 2012-October 2012	Technology	A	Purchase Orders, On site evaluations	As-Built, Scope of Work Documents
3.3	Install, test, and implement a wireless solution District wide.	District Vision Plan/STAR		Exec Dir of Tech	October 2010-May 2013	Technology	A	Purchase Orders, On site evaluations	As-Built, Scope of Work Documents



<b>Goal: (3)</b>	Integrate technology to create a relevant, rigorous and engaging learning culture and to improve communication between students, parents, teachers and the community								
Obj. #	Actions/Implementation	Needs Assmt	Special Pops	Person(s) Responsible	Timeline	Resources	Funding Source	Formative Evaluation	Documented
3.3	Plan and test a Bring Your Own Technology program; and prepare the 2013-2016 Technology Plan.	District Vision Plan/STAR		Exec Dir of Tech/ Director of Digital Learning	October 2012-May 2013	Technology	A	Network utilization , Information surveys, student/teacher feedback	Self Reporting. Utilization reports
3.4	Libraries will offer an academic and social environment that encompasses technology and support services for research and production process.	District Vision Plan/STAR		Exec Dir of Tech/ Director of Digital Learning	August 2012 2012-May 2013	Technology, Library materials	A	Program Review, Periodic meetings and evaluations. Lesson Plans, Calendars	Training Agendas, Workshop participation, and reporting

Goal: (4)	Improve student academic performance by providing learning that is engaging, rigorous, relevant and motivating to ensure student success in college and/or careers.								
Obj. #	Actions/Implementation	Needs Assmt	Special Pops	Person(s) Responsible	Timeline	Resources	Funding Source	Formative Evaluation	Documented
4.1	Career interest surveys and informational powerpoint will be administered to help middle school students identify areas of interest and talent.	Vision, PBMAS	CTE	Middle School Principals, Counselors	Spring 2013	Personnel, district website	H	results of surveys	Surveys
4.1	Middle School courses will be aligned to support career pathways.	Vision	CTE	Middle School Principals, Counselors	August 2012 - June 2013	Personnel	H	Master schedule	Course catalog
4.1	Administer Practice ACT for 9th graders to provide awareness to CTE courses, including Non-traditional courses for males/females.	Vision, PBMAS	CTE	High School Principal	October, 2012	Practice PSAT	H	Test results	Testing rosters
4.1	Utilize Perkins funds to provide instructional materials and necessary equipment and services to the CTE program.	Vision	CTE	Asst. Supt of Curr & Instr		\$92,000.00	H	Perkins Compliance Report	RPOs, Perkins Compliance Report
4.2	Use Title I-A funds to provide a Director of Federal/State Accountability, Accountability Secretary, and Instructional Management Systems Specialist to assist with providing and analyzing formative and summative assessment data to guide instruction.	STF		Director of Elementary Curriculum, Director of Secondary Curriculum	August 2012 - June 2013	\$85,600.00	B	Unit assessment results, PDAS, Eduphoria Aware	Walk-through forms, District Testing Calendar, Planning Protocol and Planning Documents, Unit Assessments scanned in Eduphoria AWARE

Goal: (4)	Improve student academic performance by providing learning that is engaging, rigorous, relevant and motivating to ensure student success in college and/or careers.								
Obj. #	Actions/Implementation	Needs Assmt	Special Pops	Person(s) Responsible	Timeline	Resources	Funding Source	Formative Evaluation	Documented
4.2	Use State Compensatory Education Funds to provide a Director of Federal/State Accountability, Accountability Secretary, and Instructional Management Systems Specialist to assist with providing and analyzing formative and summative assessment data to guide instruction.	STF		Director of Elementary Curriculum, Director of Secondary Curriculum	August 2012 - June 2013	\$112,150.00	I	Unit assessment results, PDAS, Eduphoria Aware	Walk-through forms, District Testing Calendar, Planning Protocol and Planning Documents, Unit Assessments scanned in Eduphoria AWARE
4.2	Use Title I-A Funds to provide Instructional Coaches and Instructional Specialists to provide job-embedded Professional Development and support for all student groups.	AEIS, Curr, DTeams, PBMAS		Principals, Dir of Elementary Curr and Dir of Secondary Curr	August 2012 - June 2013	\$340,000.00	B	TAKS/STAAR data, Unit assessment data, walk-through data	Agendas from training, District Data reports
4.2	Use Title II-A Funds to provide Instructional Coaches and Instructional Specialists to provide job-embedded Professional Development and support for all student groups.	AEIS, Curr, DTeams, PBMAS		Principals, Dir of Elementary Curr and Dir of Secondary Curr	August 2012 - June 2013	\$150,000.00	C	TAKS/STAAR data, Unit assessment data, walk-through data	Agendas from training, District Data reports
4.2	Use State Compensatory Education Funds to provide Instructional Coaches and Instructional Specialists to provide job-embedded Professional Development and support for all student groups.	AEIS, Curr, DTeams, PBMAS		Principals, Dir of Elementary Curr and Dir of Secondary Curr	August 2012 - June 2013	\$360,000.00	I	TAKS/STAAR data, Unit assessment data, walk-through data	Agendas from training, District Data reports
4.2	Continue to provide professional development concerning the change from TAKS to STAAR including testing accommodations and teacher responsibilities.	AEIS, PBMAS		Asst Supt of Curr & Inst, Dir of Sp Ed, Dir of Accountability	August 2012 - June 2013	Personnel, time	A	TAKS/STAAR data	Agendas, Sign in sheets,

Goal: (4)	Improve student academic performance by providing learning that is engaging, rigorous, relevant and motivating to ensure student success in college and/or careers.								
Obj. #	Actions/Implementation	Needs Assmt	Special Pops	Person(s) Responsible	Timeline	Resources	Funding Source	Formative Evaluation	Documented
4.2	Implement District Planning Protocol and provide additional support as needed.	AEIS, Curr, DTeams, PBMAS		Dir of Elem Curr, Dir of Secondary Curr, Principals, Asst Supt of Curr & Inst	August 2012 - June 2013	Personnel, time	A	Walk-throughs, Unit assessments, TAKS/STAAR Results	Walk-through forms, District Data reports, lesson plans
4.2	Provide Sheltered Instruction and differentiation training to all Secondary core content area teachers that service ELL students.	AEIS, Spop, PBMAS	ELL/LEP	Principals, Bilingual/ESL Coordinator	August 2012-June 2013	Personnel, time	A	Walk-throughs	Agendas, Sign in sheets, lesson plans
4.2	Utilize Title I-A Funds to provide District-level personnel (District Bilingual/ESL Coordinator) for staff development support for all teachers including specialization for GT, Special Education, and ELL students on Differentiation of instruction including ELPS using SISD Curriculum (CSCOPE).	AEIS, Spop, PBMAS	ELL/LEP, Advanced Academics, SpED	Dir. of Curriculum and Director of Bilingual/ESL Coordinator, Principals, Special Education, Bilingual/ESL Coordinator	August, 2012 - June, 2013	\$65,500.00	B	AEIS Data, Walk-throughs	Sign in sheets
4.2	Utilize Title II-A Funds to provide District-level personnel (Director of Secondary Curriculum, District Science Coordinator, and K-5 Math Specialist) for staff development support for all teachers including specialization for GT, Special Education, and ELL students on Differentiation of instruction including ELPS using SISD Curriculum (CSCOPE)	AEIS, Spop, PBMAS	ELL/LEP, Advanced Academics, SpED	Principals, Special Education, Bilingual/ESL Coordinator	August, 2012 - June, 2013	\$176,500.00	C	AEIS Data, Walk-throughs	Sign in sheets

Goal: (4)	Improve student academic performance by providing learning that is engaging, rigorous, relevant and motivating to ensure student success in college and/or careers.								
Obj. #	Actions/Implementation	Needs Assmt	Special Pops	Person(s) Responsible	Timeline	Resources	Funding Source	Formative Evaluation	Documented
4.2	Utilize State Compensatory Education Funds to provide District-level personnel (District Science Coordinator) for staff development support for all teachers including specialization for GT, Special Education, and ELL students on Differentiation of instruction including ELPS using SISD Curriculum (CSCOPE)	AEIS, Spop, PBMAS	ELL/LEP, Advanced Academics, SpED	Principals, Special Education, Bilingual/ESL Coordinator	August, 2012 - June, 2013	\$35,000.00	I	AEIS Data, Walk-throughs	Sign in sheets
4.2	Utilize Title I-A Funds to provide campus-level support (6 teachers and 9 aides) for delivery of rigorous and relevant instruction and the implementation of school improvement activities.	AEIS, STF, SAD		Assistant Sup of Curr & Inst, Campus Principals	August 2012 - June 2013	\$537,000.00	B	CIPs	Time and Effort Logs
4.2	Utilize Title I-A Funds to provide campus-level LEP support (8 aides) for delivery of rigorous and relevant instruction and the implementation of school improvement activities.	AEIS, STF, SAD	ELL/LEP	Coordinator of Bilingual/ESL, Campus Principals	August 2012 - June 2013	\$147,500.00	B	CIPs	Time and Effort Logs
4.2	Utilize Title III-A Funds to provide campus-level LEP support (9 aides) for delivery of rigorous and relevant instruction and the implementation of school improvement activities.	AEIS, STF, SAD	ELL/LEP	Coordinator of Bilingual/ESL, Campus Principals	August 2012 - June 2013	\$46,000.00	E	CIPs	Time and Effort Logs
4.2	Utilize Title III-A funds to provide instructional resources for ELL students.	Spop, SAD, PBMAS	ELL/LEP	Coordinator of Bilingual/ESL, Campus Principals	August 2012 - June 2013	\$30,000.00	E	Walk-throughs, Unit assessments, TAKS/STAAR/TELPAS Results	Lesson Plans to reflect use of resources, RPOs
4.2	Develop a plan to provide campus support in the implementation and sustainability of Data Teams. (Appendix B-8)	Curr, AEIS, PBMAS		Dir.of Elementary and Secondary Curr and Asst. Supt. of Curr. & Inst. Data Teams certified trainers	August, 2012-June 2013	Personnel	A	Agendas, sign in sheets, meeting minutes	Sign in sheets, Data Review Documents by Campus

Goal: (4)	Improve student academic performance by providing learning that is engaging, rigorous, relevant and motivating to ensure student success in college and/or careers.								
Obj. #	Actions/Implementation	Needs Assmt	Special Pops	Person(s) Responsible	Timeline	Resources	Funding Source	Formative Evaluation	Documented
4.2	Utilize Title I-A funds to provide Dyslexia services at the elementary campuses. (Appendix B-2)	SAD	504	Director of Elementary Curriculum		\$70,000.00	B	Dyslexia testing	Dyslexia services reports
4.2	Utilize Title II-A funds to reduce class sizes in core content areas at the secondary level.	STF		Asst. Supt of Curr & Instr, Campus Principals		\$103,000.00	C	AEIS, Staffing Reports	Staffing Reports
4.2	Utilize State Compensatory Education funds to reduce class sizes in core content areas at the secondary level.	STF		Asst. Supt of Curr & Instr, Campus Principals	August, 2012 - June, 2013	\$1,400,000.00	I	AEIS, Staffing Reports	Staffing Reports
4.2	Utilize Title-I A funds to target interventions and instruction in areas of school improvement. (Appendix B-2)	SAD		Asst. Supt of Curr & Instr, Campus Principals		\$365,000.00	B	Student Achievement Data, CIPS	CIPs
4.2	Utilize School Improvement funds to target interventions and instruction in areas of school improvement. (Appendix B-2)	SAD		Asst. Supt of Curr & Instr, Campus Principals		\$30,000.00	K	Student Achievement Data, CIPS	CIPs
4.3	Develop a plan for curriculum alignment to address the needs of advanced students in PreK-5. (Appendix B-7)	AEIS, Curr	Advanced Academics	Dir of Elementary Curr	August, 2012 - June, 2013	Personnel		Student academic records	Elementary Advanced Academic Plan
4.3	Develop a plan for curriculum alignment to address the needs of advanced students in Pre-AP and AP classes.	AEIS, Curr	Advanced Academics	Dir of Secondary Curr	August, 2012 - June, 2013	Personnel		TAKS/STAAR data, AEIS Report	Secondary Advanced Academic Plan
4.4	Develop and implement a recruitment plan to increase equitable access to Pre-AP and AP classes.	Curr	Advanced Academics	Dir of Secondary Curr	August, 2012 - June, 2013	Personnel		TAKS/STAAR data, Enrollment Data	Secondary Advanced Academic Plan
4.4	Utilize Title II-A funds to provide District Level Support for the implementation of Professional Development for quality curriculum and instruction.	Curr, SAD, Dteams, AEIS		Asst. Supt of Curr & Instr	August 2012 - June 2013	\$75,000.00	C	Professional Development Calendar	Meeting agendas and sign-in sheets

<b>Goal: (4)</b>	Improve student academic performance by providing learning that is engaging, rigorous, relevant and motivating to ensure student success in college and/or careers.								
Obj. #	Actions/Implementation	Needs Assmt	Special Pops	Person(s) Responsible	Timeline	Resources	Funding Source	Formative Evaluation	Documented
4.4	Utilize Title I-A funds to improve curriculum and drive instruction. (Appendix B-2)	Curr		Asst. Supt of Curr & Instr	August 2012 - June 2013	\$100,000.00	B	Campus Improvement Plans, Title I-A compliance report	Meeting agendas and sign-in sheets
4.5	Continue implementation of CSCOPE curriculum to ensure vertical and horizontal alignment of standards. (Appendix B-2)	Curr		Asst Supt of Curr & Inst	August, 2012 - June, 2013	CSCOPE, Personnel	A	Unit assessments, TAKS/STAAR Results	CSCOPE Planning Calendar, Lesson Plans
4.5	Continue to explore Project-Based Learning opportunities and align these to district curriculum (CSCOPE).	Vision, Curr		Asst Supt of Curr & Inst	August, 2012 - June, 2013	CSCOPE, Personnel	A	TBD	Lesson Plans
4.6	Align summer course offerings to college and career course standards.	AEIS	At Risk	Coord of Academic Support	May-August 2013		A	State assessment data, Grades	Grades
4.7	Develop and implement a plan to discuss/review/revise Behavior Intervention Plans for special ed students after removal to ISS, OSS, or DAEP.	AEIS, PBMAS	Sp Ed	Dir of SpEd, Campus Principals	August 2012 - June 2013	Personnel	A	AEIS Data	State Performance Plan
4.7	Develop and implement a plan for decreasing the percentage of special education students from dropping out.	AEIS, PBMAS	Sp Ed	Dir of SpEd, Campus Principals	August 2012 - June 2013	Personnel	A	AEIS Data	State Performance Plan
4.7	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.	Tech, AEIS		Asst Supt of Curr & Inst, Exec Dir or Tech, Campus Principals	August, 2012 - June, 2013	Personnel, technology	A	Completion rate, AEIS Report, PEIMS Data	Attendance Reports

Goal: (4)	Improve student academic performance by providing learning that is engaging, rigorous, relevant and motivating to ensure student success in college and/or careers.								
Obj. #	Actions/Implementation	Needs Assmt	Special Pops	Person(s) Responsible	Timeline	Resources	Funding Source	Formative Evaluation	Documented
4.7	Utilize local funds to 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	At Risk	Coord. Of Attendance and Student Support	August, 2012 - June, 2013		A	Campus Attendance reports, Student by Student TEAMS data	Semester and End of Year Report to Board
4.7	Utilize State Compensatory Education Funds to 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	At Risk	Coord. Of Attendance and Student Support	August, 2012 - June, 2013	\$110,000.00	I	Campus Attendance reports, Student by Student TEAMS data	Semester and End of Year Report to Board
4.7	Identify and implement interventions to improve the attendance for the students identified with attendance problems.	PEIMS	At Risk	Coord. Of Attendance and Student Support	August, 2012 - June, 2013	Personnel	A	PEIMS Data, Campus Attendance Reports	Report to Board
4.7	Implement co-teaching model for Special Education students in the high school in math and science.	Spop, PBMAS	Sp Ed	Asst Supt of Curr & Inst, Dir of Secondary Curr	Aug-12	Teaching Units	A	Attendance reports, TAKS/EOC results	class roster, staff development attendance
4.7	Utilize Title I-C funds to continue to recruit, monitor and provide services to Migrant students	Spop, PBMAS	Migrant	Coordinator of Student Academic Support	August, 2012 - June, 2013	\$69,000.00	D	Campus Attendance reports, Student by Student TEAMS data, TAKS/EOC data	Migrant Budget, PEIMS Data
4.7	Utilize Title I-A funds to address social services and family needs for Homeless and other at-risk families	Spop	Spop	Coordinator of Student Services	August 2012 - June 2013	\$52,000.00	B	Campus Attendance reports, Student by Student TEAMS data	Home visits, Homeless Reports
4.7	Utilize Title I-AD funds to coordinate services to at-risk students in the areas of truancy and assignment to the Juvenile Detention Center or DAEP.	D&A	At Risk	Coordinator of Student Support Services	August 2012 - June 2013	\$52,000.00	F	Student Enrollment at JDC or Burges	Meeting and contact documentation



Goal: (4)	Improve student academic performance by providing learning that is engaging, rigorous, relevant and motivating to ensure student success in college and/or careers.								
Obj. #	Actions/Implementation	Needs Assmt	Special Pops	Person(s) Responsible	Timeline	Resources	Funding Source	Formative Evaluation	Documented
4.7	Utilize State Compensatory Education funds to coordinate services to at-risk students in the areas of truancy.	D&A		Coordinator of Student Support Services	August, 2012 - June, 2013	\$110,000.00	I	Student Enrollment at JDC or Burges	Meeting and contact documentation
4.7	Utilize IDEA funds to implement comprehensive services to Special Education Students.	Sp Ed	Sp Ed	Director of Special Education	August, 2012 - June, 2013	\$1,300,000.00	G	Special Education Services, Staffing	Special Education Services
4.8	Hold individual student meeting for ELL students to review grades, monitor attendance, and provide academic support.	Spop, PBMAS	ELL	Coord of Academic Support, Counselors	August 2012 - June 2013	Personnel, time	A	Grade reports, attendance reports, TAKS/EOC data	Meeting sign-in sheets
4.8	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. (Appendix B-9)	Spop	At Risk	Asst Supt of Curr & Inst, Campus Principals	August, 2012 - June, 2013	Personnel	A	TAKS/STAAR results, Unit assessment scores	Walk-through docs, feedback to Principals and teachers
4.8	Develop and implement a Pre-K - 12 Response to Intervention Plan which provides an electronic monitoring system to efficiently track student progress. (Appendix B - 7,9)	SAD	At Risk	Asst Supt of Curr & Inst, Campus Principals	August, 2012 - June, 2013	Personnel	A	AEIS, PEIMS Data	Monitoring reports
4.8	Conduct a monthly audit and monitor the percentage of students with disabilities, ages 3-5, served in the Least Restrictive Environment.	PBMAS	Sp Ed	Sp Ed Director, PK Campus Principal	August, 2012 - June, 2013	Personnel	A	PBMAS, Teaching Certificates	Monthly Reports
4.8	Develop and implement a plan for increasing the percentage of students with disabilities, ages 6-11, served in the Least Restrictive Environment.	PBMAS	Sp Ed	Sp Ed Director, Elem Campus Principals	August, 2012 - June, 2013	Personnel	A	PBMAS	Copy of Developed Plan

Goal: (4)	Improve student academic performance by providing learning that is engaging, rigorous, relevant and motivating to ensure student success in college and/or careers.								
Obj. #	Actions/Implementation	Needs Assmt	Special Pops	Person(s) Responsible	Timeline	Resources	Funding Source	Formative Evaluation	Documented
4.8	Provide staff development for all Sp Ed teachers on writing standards-based IEPs utilizing the TEKS and the SISD Curriculum (CSCOPE).	AEIS	Sp Ed	Sp Ed Director, Elementary & Secondary Curriculum Directors	August, 2012 - June, 2013	Personnel, CSCOPE	A	AEIS, PBMAS	ARDC Documentation & minutes, walk-throughs, Sign-in sheets
4.8	Utilize Title I-A funds to provide social services and interventions for our Early Childhood Program.	Demo,	At Risk	Early Childhood Campus Principal	August 2012 - June 2013	\$129,000.00	B	Campus Improvement Plan	Social Service logs and intervention plans
4.8	Utilize State Compensatory Funds to provide alternative school of choice and disciplinary alternative education school instructional services.	D&A, TEC	At Risk	Asst Supt of Curr & Inst	August 2012 - June 2013	\$1,500,000.00	I	Campus Improvement Plans	Transfer Leaver Codes, ARDs
4.8	Utilize Title I-AD funds to provide rigorous and relevant instruction to students who are temporarily housed at the Juvenile Detention Center.	D&A, TEC	At Risk	Principal of JDC	August 2012 - June 2013	\$30,000.00	F	Campus Improvement Plan	Staffing Reports, RPOs
4.8	Hand-schedule ELL students with ESL certified teachers in content areas of math and science.	AEIS, Spop, PBMAS	ELL/LEP	Counselors, Campus Principals	Aug-12	Personnel	A	Campus Improvement Plans, TAKS/EOC data	Student schedules, class rosters
4.8	Utilize SHARS funds to provide supplemental resources for At-Risk students.	Spop, SAD	At Risk	Campus Principals	August 2012 - June 2013	Estimated \$400,000	J	Campus Improvement Plans, SHARS Plans	Substitute Logs, RPOs, Extra Duty Pay Sheets, Tutoring Logs
4.8	Utilize SSI funds to provide targeted interventions for students in grades 5 and 8 who scored below the average state raw score on the 2012 STAAR Math and/or Reading test.	AEIS, SAD	At Risk	Campus Principals	August 2012 - June 2013	\$33,000.00	L	Campus Improvement Plans	Tutoring Logs, Extra duty pay sheets.

<b>Goal: (4)</b>	Improve student academic performance by providing learning that is engaging, rigorous, relevant and motivating to ensure student success in college and/or careers.								
Obj. #	Actions/Implementation	Needs Assmt	Special Pops	Person(s) Responsible	Timeline	Resources	Funding Source	Formative Evaluation	Documented
4.8	Utilize Title I-A funds to cover costs for District Snapshot.	Comm, SAD, D&A, STF, Demo, PBMAS		Superintendent	October, 2012	\$10,000.00	B	District Corrective Action Plan	Snapshot agenda, surveys, meeting sign-in sheets

<b>Goal: (5)</b> Promote Seguin ISD and its image.									
Obj. #	Actions/Implementation	Needs Assmt	Special Pops	Person(s) Responsible	Timeline	Resources	Funding Source	Formative Evaluation	Documented
5.1	Implement Matador Campaign to promote the image/perceptions of Seguin ISD.	Comm		PIO	August 2012 - June 2013	Personnel, Time	A	Local media coverage/exposure	Printed materials
5.2	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		PIO, Dist. Webmaster, District Leadership Team	August 2012 - June 2013	Personnel, Time	A	Local media reports	Weekly Board Reports
5.2	Monthly Superintendent Column on website and in print media.	Comm		PIO, Dist. Webmaster	Monthly	Personnel, Time	A	Counts of access to district website	Put number of followers in Board Report per semester
5.2	Enhance the visibility of district achievements on the SISD website and other appropriate social media.	Comm		PIO, District Leadership Team	August 2012 - June 2013	Personnel, Time	A	Website, Twitter, Facebook	Put number of followers in Board Report per semester
5.3	Develop a system that collects information about how often and why stakeholders contact the district regarding issues and concerns.	Comm		Dist. Webmaster, PIO, District Leadership Team		Personnel, Time	A	Forms	Work with other departments to develop
5.3	Community involvement: presence and participation/attendance at key community events/organizations and meetings (i.e.: Chamber Education Committee, City Earth Day Committee, Leadership Seguin, etc.).	Comm		PIO, District Leadership Team	August 2012 - June 2013	Personnel, Time	A	Active participation in committees, attendance at events	Report in Weekly Board Report

<b>Goal: (6)</b> Make fiscally sound decisions that support student achievement and maintain a strong financial position.									
Obj. #	Actions/Implementation	Needs Assmt	Special Pops	Person(s) Responsible	Timeline	Resources	Funding Source	Formative Evaluation	Documented
6.1	Assist Superintendent in preparing General Fund Budget that maintains projected fund balance of three months of operating expense for the General Fund.	TEC		CFO, Budget Coordinator	Annually by June 30 of the preceding year	Personnel, Time	A	Annual Audit	Annual Audit
6.1	Prepare Truth in Taxation calculations, advertise proposed budget and tax rate and hold public regarding same as required by law.	TEC		CFO	June, prior to adoption of budget and tax rate	Personnel, Time	A		Published notice and public notice
6.1	Prepare budget adoption and budget amendment documents for Board approval that reflect projected fund balance of 3 months operations of the General Fund.	TEC		CFO	By June 30 of preceding year and quarterly as needed.	Personnel, Time	A	Annual Budget	Board Action
6.1	Prepare annual financial statements for audit by independent auditor.	TEC		CFO, Comptroller	Annually	Personnel, Time	A	Annual Audit	Annual Audit
6.1	Calculate appropriate debt service tax rate that will provide adequate revenue for payment of current debt service requirement and maintain debt service fund balance equal to 25% of annual debt service requirement.	TEC		CFO	After receipt of certified values from chief appraiser by July 25	Personnel, Time	A		TNT Documentation
6.1	Prepare Board resolution to adopt annual tax rate.	TEC		CFO	August	Personnel, Time	A		Board Action
6.1	Report financial position to the Board of Trustees monthly.	TEC		CFO, Budget Coordinator	Monthly	Personnel, Time	A	Financial Statements	Board Information Item
6.2	Integrate financial system controls and monitoring to assure District meets required rating of 64-70 points on indicators set by TEA (currently 20). (Appendix B-10)	TEC		CFO, Comptroller, Asst Supt for HR	August 2012 - July 2013	Personnel, Time	A	TEA FIRST Rating Results	TEA Notification

<b>Goal: (6)</b>	Make fiscally sound decisions that support student achievement and maintain a strong financial position.								
Obj. #	Actions/Implementation	Needs Assmt	Special Pops	Person(s) Responsible	Timeline	Resources	Funding Source	Formative Evaluation	Documented
6.3	District personnel will increase their pursuit of local, state, and federal grants to provide necessary funds to obtain a 1:1 technology initiative.	Vision		District Grants Administrator	Ongoing	Personnel	A	Financial Statements	Board Information Item

<b>Key</b>	<b>Funding Source</b>
A	Local
B	Title I-A
C	Title II-A
D	Title I-C
E	Title III-A
F	Title I-AD
G	IDEA
H	Perkins
I	State Compensatory Education
J	SHARS/SSI
K	SIP
L	Other

## Appendix B - Schoolwide Components

### Title I, Part A

#### Schoolwide Components:

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children 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 Statewide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary 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 achievement 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 student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.