



**Seguin Independent School District**  
District Improvement Plan  
2013-14



**Board of Trustees**

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**Nancy Ayotte**  
Vice-President

**Ishmael Flores**  
Secretary

**Ricardo Guerra**

**Irma Lewis**

**Carol Teeple**

**Barbara Effenberger**

**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 that

Learning that is engaging, rigorous, relevant and motivating will ensure student success in college and/or careers. (FINDING: 1.1)

Technology must be authentically integrated to create a relevant, rigorous and engaging learning culture for students and teachers. (FINDING: 2.1)

A safe and secure environment for all individuals will promote a positive and successful learning environment. (FINDING: 12.1)

CTE Programs should be current in order to engage student, to assure they are college and/or career ready, and to provide a viable workforce for our community. (FINDING: 5.1)

Strong family and community involvement, in partnership with our school system, is essential for student success. (FINDING: 6.1)

Developing social and emotional skills through character and behavior education enables students to thrive and be successful. (FINDING: 4.1)

Recruiting, training and retaining outstanding faculty and staff will significantly impact student achievement and will assist in creating a positive work environment. (FINDING: 9.1)

An appreciation for visual and performing arts is necessary to create organized, thoughtful, creative and confident students who understand the importance of teamwork, healthy competition, and good communication, which are crucial skills for student social development and post-graduation success. (FINDING: 8.1)

Resources for learning in the 21st century should be flexible and technology-oriented in order to maximize opportunities for student success in school and future endeavors. (FINDING: 13.1)

Physical education and Athletic programs promote the physical, social and emotional health of students and contribute to the overall success of students while in school and beyond. (FINDING: 10.1)

Make fiscally sound decisions that support student achievement and maintain a strong financial position.

Promote SISD and its image.

## District Education Improvement Council Members

|                                     |  |   |
|-------------------------------------|--|---|
| 1. <u>District: Dr. Irene Garza</u> | 16. <u>Saegert: Max Brandenberger</u>  | 31. <u></u>                               |
| 2. <u>District: John Burks</u>      | 17. <u>AJB: Cathy Mladenka</u>         | 32. <u>Admin PK-6: Chanda Bloch</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: Elisa Carter</u>       |
| 5. <u>District: Lelah Moseley</u>   | 20. <u>SHS: Kevin Bell</u>             | 35. <u>Admin 7-12: Wade Cherry</u>        |
| 6. <u>District: Sonia Dominguez</u> | 21. <u>Burges: Daniel Valdez</u>       | 36. <u>Community: Hope Vasquez</u>        |
| 7. <u>District: Cynthia Borden</u>  | 22. <u>SpEd PPCD-6:</u>                | 37. <u>Community: Pam Colvin</u>          |
| 8. <u>District: Jonathan Flores</u> | 23. <u>SpEd 7-12:</u>                  | 38. <u>Koennecke: Katy Hagerup</u>        |
| 9. <u>District: Sarah Perez</u>     | 24. <u>Advanced Acad:</u>              | 39. <u>Counselor 6-12:</u>                |
| 10. <u>Ball: Sally Keddal</u>       | 25. <u>Fine Arts:</u>                  | 40. <u>Counselor PK-6: Vicki Watts</u>    |
| 11. <u>Jefferson: Abby Brown</u>    | 26. <u>HPER:</u>                       | 41. <u>SHS: Becky Galvan</u>              |
| 12. <u>McQueeney: Susan Presley</u> | 27. <u>Technology: Stephanie Tower</u> | 42. <u>SHS: Megan Geary</u>               |
| 13. <u>Rodriguez: Dawn McMillan</u> | 28. <u>Librarian:</u>                  | 43. <u>Koennecke/Vogel: Dawn Kraus</u>    |
| 14. <u>Vogel: Pamela Wood</u>       | 29. <u>CTE: Betsy Flood</u>            | 44. <u>Weinert: Jill Law</u>              |
| 15. <u>Weinert: Sara Wiles</u>      | 30. <u>Bilingual:</u>                  | 45. <u>SHS: Megan Pierson</u>             |

# 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                            | StarCh       |
| 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> | Katie Edwards  |
|                     | Andrew Drumm   |
|                     | Cynthia Borden |

|                            |                 |
|----------------------------|-----------------|
| <b>Student Achievement</b> | Sonia Dominguez |
|                            | Marcus Jones    |
|                            | Shirley Germann |

|                                     |                |
|-------------------------------------|----------------|
| <b>School Culture &amp; Climate</b> | Veronica Silva |
|                                     | Vanessa Amador |
|                                     |                |

|  |              |
|--|--------------|
| <b>Staff Quality, Recruitment, &amp; Retention</b> | Summer Holte |
|  | Abby Brown   |
|  |              |

| Committee                                      | Members         |
|--|-----------------|
| <b>Curriculum, Instruction, and Assessment</b> | Carole McCauley |
|  | Pat Weir        |
|  | Dawn McMillan   |

|   |                    |
|---|--------------------|
| <b>Family and Community Involvement</b> | Jonathan Flores    |
|   | Pam Colvin         |
|   | Suzette Castilleja |

|                            |                |
|----------------------------|----------------|
| <b>School Organization</b> | Lelah Moseley  |
|                            | Cynthia Borden |
|                            | Sarah Perez    |

|                   |                |
|-------------------|----------------|
| <b>Technology</b> | Randy Rodgers  |
|                   | Rebecca Galvan |
|                   |                |

# 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 attendance 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.   |

Seguin Independent School District  
Demographic Data

**Fall 2012 --- revised after resubmission of Jan., 2013**

**ENROLLMENT AND ETHNIC REPRESENTATION**

|                   | Nat Am    |              | Asian     |              | Af Am      |              | Hispanic    |               | White       |               | PI       |              | Two or more Races |              | TOTAL       |
|-------------------|-----------|--------------|-----------|--------------|------------|--------------|-------------|---------------|-------------|---------------|----------|--------------|-------------------|--------------|-------------|
|                   | #         | %            | #         | %            | #          | %            | #           | %             | #           | %             | #        | %            | #                 | %            | #           |
| Ball ECC (101) E  | 0         | 0.00%        | 3         | 0.58%        | 23         | 4.46%        | 397         | 76.94%        | 85          | 16.47%        | 2        | 0.39%        | 6                 | 1.16%        | 516         |
| Jefferson (103) K | 0         | 0.00%        | 0         | 0.00%        | 39         | 9.42%        | 312         | 75.36%        | 60          | 14.49%        | 1        | 0.24%        | 2                 | 0.48%        | 414         |
| Rodriguez (104)   | 1         | 0.19%        | 0         | 0.00%        | 23         | 4.36%        | 402         | 76.28%        | 98          | 18.60%        | 0        | 0.00%        | 3                 | 0.57%        | 527         |
| Weinert (105)     | 2         | 0.37%        | 9         | 1.67%        | 18         | 3.34%        | 343         | 63.64%        | 161         | 29.87%        | 1        | 0.19%        | 5                 | 0.93%        | 539         |
| MCQueeney (106)   | 1         | 0.00%        | 0         | 0.00%        | 30         | 7.92%        | 243         | 64.12%        | 98          | 25.86%        | 0        | 0.00%        | 7                 | 1.85%        | 379         |
| Patlan (108)      | 1         | 0.21%        | 0         | 0.00%        | 25         | 5.33%        | 372         | 79.32%        | 68          | 14.50%        | 0        | 0.00%        | 3                 | 0.64%        | 469         |
| Koenecke (109)    | 2         | 0.38%        | 6         | 1.13%        | 20         | 3.78%        | 310         | 58.60%        | 183         | 34.59%        | 0        | 0.00%        | 8                 | 1.51%        | 529         |
| Vogel (110)       | 1         | 0.21%        | 2         | 0.42%        | 23         | 4.87%        | 289         | 61.23%        | 153         | 32.42%        | 1        | 0.21%        | 3                 | 0.64%        | 472         |
| JFS (102)         | 0         | 0.00%        | 3         | 0.56%        | 20         | 3.70%        | 369         | 68.33%        | 142         | 26.30%        | 0        | 0.00%        | 6                 | 1.11%        | 540         |
| Jim Barnes (041)  | 0         | 0.00%        | 3         | 0.57%        | 32         | 6.04%        | 345         | 65.09%        | 147         | 27.74%        | 0        | 0.00%        | 3                 | 0.57%        | 530         |
| AJB (042) 7-8     | 0         | 0.00%        | 4         | 0.75%        | 34         | 6.42%        | 357         | 67.36%        | 131         | 24.72%        | 0        | 0.00%        | 4                 | 0.75%        | 530         |
| SHS (001) 9-12    | 9         | 0.48%        | 14        | 0.75%        | 119        | 6.34%        | 1162        | 61.87%        | 560         | 29.82%        | 0        | 0.00%        | 14                | 0.75%        | 1878        |
| MBLC (002) 9-12   | 0         | 0.00%        | 0         | 0.00%        | 14         | 9.03%        | 110         | 70.97%        | 29          | 18.71%        | 1        | 0.65%        | 1                 | 0.65%        | 155         |
| Burges (011/111)  | 0         | 0.00%        | 0         | 0.00%        | 1          | 4.00%        | 22          | 88.00%        | 2           | 8.00%         | 0        | 0.00%        | 0                 | 0.00%        | 25          |
| JDC (012/112) 2-  | 0         | 0.00%        | 0         | 0.00%        | 2          | 18.18%       | 5           | 45.45%        | 4           | 36.36%        | 0        | 0.00%        | 0                 | 0.00%        | 11          |
| <b>TOTAL SISD</b> | <b>17</b> | <b>0.23%</b> | <b>44</b> | <b>0.59%</b> | <b>423</b> | <b>5.63%</b> | <b>5038</b> | <b>67.05%</b> | <b>1921</b> | <b>25.57%</b> | <b>6</b> | <b>0.08%</b> | <b>65</b>         | <b>0.87%</b> | <b>7514</b> |

**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          |
|----------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|--------------|--------------|--------------|----------------------|-------------|-------------------|-------------|---------------|---------------|
|                | Male        | Female      | Male        | Female      | Male        | Female      | Male         | Female       | Male         | Female       | Male                 | Female      | Male              | Female      | Enroll        | Grade         |
| EE             | 0           | 0           | 0           | 0           | 0           | 0           | 2            | 2            | 5            | 1            |                      |             | 0                 | 0           | 10            | 0.1%          |
| PK             | 0           | 0           | 1           | 2           | 11          | 12          | 218          | 175          | 42           | 37           | 1                    | 1           | 2                 | 4           | 506           | 6.7%          |
| KG             | 0           | 1           | 4           | 2           | 11          | 19          | 199          | 197          | 73           | 65           | 1                    | 0           | 3                 | 5           | 580           | 7.7%          |
| 01             | 1           | 1           | 2           | 1           | 14          | 22          | 211          | 188          | 77           | 58           | 1                    | 0           | 2                 | 7           | 585           | 7.8%          |
| 02             | 0           | 0           | 0           | 0           | 13          | 11          | 207          | 198          | 73           | 65           | 0                    | 0           | 5                 | 2           | 574           | 7.6%          |
| 03             | 2           | 1           | 1           | 2           | 19          | 17          | 180          | 183          | 73           | 54           | 0                    | 0           | 5                 | 2           | 539           | 7.2%          |
| 04             | 1           | 0           | 1           | 2           | 9           | 7           | 185          | 180          | 71           | 61           | 0                    | 0           | 0                 | 0           | 517           | 6.9%          |
| 05             | 0           | 1           | 1           | 1           | 22          | 14          | 152          | 192          | 70           | 82           | 0                    | 1           | 0                 | 0           | 536           | 7.1%          |
| 06             | 0           | 0           | 1           | 2           | 8           | 12          | 181          | 188          | 74           | 68           | 0                    | 0           | 2                 | 4           | 540           | 7.2%          |
| 07             | 0           | 0           | 3           | 0           | 15          | 13          | 193          | 176          | 72           | 69           | 0                    | 0           | 0                 | 2           | 543           | 7.2%          |
| 08             | 0           | 0           | 1           | 3           | 16          | 24          | 174          | 169          | 70           | 68           | 0                    | 0           | 2                 | 3           | 530           | 7.1%          |
| 09             | 5           | 1           | 1           | 1           | 27          | 17          | 222          | 227          | 80           | 81           | 0                    | 0           | 1                 | 1           | 664           | 8.8%          |
| 10             | 0           | 1           | 1           | 2           | 13          | 21          | 152          | 140          | 84           | 67           | 0                    | 1           | 1                 | 0           | 483           | 6.4%          |
| 11             | 1           | 0           | 4           | 2           | 11          | 13          | 148          | 148          | 76           | 62           | 0                    | 0           | 2                 | 2           | 469           | 6.2%          |
| 12             | 1           | 0           | 3           | 0           | 19          | 13          | 113          | 138          | 72           | 71           | 0                    | 0           | 4                 | 4           | 438           | 5.8%          |
| <b>TOTALS</b>  | <b>11</b>   | <b>6</b>    | <b>24</b>   | <b>20</b>   | <b>208</b>  | <b>215</b>  | <b>2537</b>  | <b>2501</b>  | <b>1012</b>  | <b>909</b>   | <b>3</b>             | <b>3</b>    | <b>29</b>         | <b>36</b>   | <b>7514</b>   | <b>100.0%</b> |
| <b>PERCENT</b> | <b>0.1%</b> | <b>0.1%</b> | <b>0.3%</b> | <b>0.3%</b> | <b>2.8%</b> | <b>2.9%</b> | <b>33.8%</b> | <b>33.3%</b> | <b>13.5%</b> | <b>12.1%</b> | <b>0.0%</b>          | <b>0.0%</b> | <b>0.4%</b>       | <b>0.5%</b> | <b>100.0%</b> |               |



Seguin Independent School District  
Demographic Data

| CAMPUS<br>9th Graders | Nat Am   |          | Asian    |          | Af Am     |           | Hispanic   |            | White     |           | Hawaiian or Other<br>PI |          | Two or more Races |          | TOTAL<br>Enroll |
|-----------------------|----------|----------|----------|----------|-----------|-----------|------------|------------|-----------|-----------|-------------------------|----------|-------------------|----------|-----------------|
|                       | Male     | Female   | Male     | Female   | Male      | Female    | Male       | Female     | Male      | Female    | Male                    | Female   | Male              | Female   |                 |
| SHS-Freshman C        | 5        | 1        | 1        | 1        | 22        | 14        | 164        | 186        | 75        | 79        | 0                       | 0        | 1                 | 1        | 550             |
| SHS-Main Campu        | 0        | 0        | 0        | 0        | 3         | 3         | 48         | 38         | 5         | 0         | 0                       | 0        | 0                 | 0        | 97              |
| GM/BB Learning C      | 0        | 0        | 0        | 0        | 1         | 0         | 3          | 1          | 0         | 2         | 0                       | 0        | 0                 | 0        | 7               |
| Burges                | 0        | 0        | 0        | 0        | 1         | 0         | 7          | 1          | 0         | 0         | 0                       | 0        | 0                 | 0        | 9               |
| Juv Det Ctr           | 0        | 0        | 0        | 0        | 0         | 0         | 0          | 1          | 0         | 0         | 0                       | 0        | 0                 | 0        | 1               |
| <b>TOTALS</b>         | <b>5</b> | <b>1</b> | <b>1</b> | <b>1</b> | <b>27</b> | <b>17</b> | <b>222</b> | <b>227</b> | <b>80</b> | <b>81</b> | <b>0</b>                | <b>0</b> | <b>1</b>          | <b>1</b> | <b>664</b>      |

**Fall 2012 --- revised after resubmission of Jan., 2013**

| Campus         | Campus # | Total Enrollment | Total At-Risk | Percent At-Risk | Total Economically Disadvantaged | Percent Economically Disadvantaged |
|----------------|----------|------------------|---------------|-----------------|----------------------------------|------------------------------------|
| Ball ECC       | 101      | 516              | 148           | 28.7%           | 489                              | 94.8%                              |
| Jefferson      | 103      | 414              | 213           | 51.4%           | 358                              | 86.5%                              |
| Rodriguez      | 104      | 527              | 263           | 49.9%           | 422                              | 80.1%                              |
| Weinert        | 105      | 539              | 234           | 43.4%           | 342                              | 63.5%                              |
| McQueeney      | 106      | 379              | 175           | 46.2%           | 280                              | 73.9%                              |
| Patlan         | 108      | 469              | 272           | 58.0%           | 357                              | 76.1%                              |
| Koennecke      | 109      | 529              | 185           | 35.0%           | 350                              | 66.2%                              |
| Vogel          | 110      | 472              | 237           | 50.2%           | 320                              | 67.8%                              |
| Saegert        | 102      | 540              | 196           | 36.3%           | 381                              | 70.6%                              |
| Jim Barnes     | 041      | 530              | 219           | 41.3%           | 343                              | 64.7%                              |
| AJB            | 042      | 530              | 217           | 40.9%           | 377                              | 71.1%                              |
| SHS            | 001      | 1878             | 1015          | 54.0%           | 1020                             | 54.3%                              |
| Mercer Blumber | 002      | 155              | 126           | 81.3%           | 94                               | 60.6%                              |
| Burges         | 111      | 25               | 23            | 92.0%           | 21                               | 84.0%                              |
| Juv Det Ctr    | 112      | 11               | 11            | 100.0%          | 2                                | 18.2%                              |
| <b>Total</b>   |          | <b>7514</b>      | <b>3534</b>   | <b>47.0%</b>    | <b>5156</b>                      | <b>68.6%</b>                       |

Seguin Independent School District  
Demographic Data

FALL 2012 (January ReSubmission)

**Bilingual & ESL**

|    | Ball ECC | Jefferson | Rodriguez | Weinert | McQ | Patlan | Koen | Vogel | JFS | JB | AJB | SHS | MBLC | Burges | JDC | Total |
|----|----------|-----------|-----------|---------|-----|--------|------|-------|-----|----|-----|-----|------|--------|-----|-------|
| EE | 0        |           |           |         |     |        |      |       |     |    |     |     |      |        |     | 0     |
| PK | 91       |           |           |         |     |        |      |       |     |    |     |     |      |        |     | 91    |
| K  |          | 0         | 22        | 2       | 0   | 17     | 18   | 19    |     |    |     |     |      |        |     | 78    |
| 1  |          | 0         | 19        | 1       | 0   | 18     | 21   | 16    |     |    |     |     |      |        |     | 75    |
| 2  |          | 1         | 31        | 0       | 1   | 16     | 10   | 15    |     |    |     |     |      |        |     | 74    |
| 3  |          | 0         | 27        | 1       | 2   | 10     | 12   | 18    |     |    |     |     |      | 0      |     | 70    |
| 4  |          | 0         | 16        | 1       | 2   | 16     | 14   | 19    |     |    |     |     |      |        |     | 68    |
| 5  |          | 0         | 8         | 1       | 1   | 5      | 5    | 13    |     |    |     |     |      | 0      |     | 33    |
| 6  |          |           |           |         |     |        |      |       | 25  |    |     |     |      |        |     | 25    |
| 7  |          |           |           |         |     |        |      |       |     | 4  | 16  |     |      | 0      | 0   | 20    |
| 8  |          |           |           |         |     |        |      |       |     | 10 | 17  |     |      | 0      | 0   | 27    |
| 9  |          |           |           |         |     |        |      |       |     |    |     | 42  | 0    | 1      | 0   | 43    |
| 10 |          |           |           |         |     |        |      |       |     |    |     | 20  | 0    | 0      | 0   | 20    |
| 11 |          |           |           |         |     |        |      |       |     |    |     | 11  | 1    | 0      | 0   | 12    |
| 12 |          |           |           |         |     |        |      |       |     |    |     | 8   | 5    | 0      |     | 13    |
|    | 91       | 1         | 123       | 6       | 6   | 82     | 80   | 100   | 25  | 14 | 33  | 81  | 6    | 1      | 0   | 649   |

**Special Education**

|    | Ball ECC | Jefferson | Rodriguez | Weinert | McQ | Patlan | Koen | Vogel | JFS | JB | AJB | SHS | MBLC | Burges | JDC | Total |
|----|----------|-----------|-----------|---------|-----|--------|------|-------|-----|----|-----|-----|------|--------|-----|-------|
| EE | 10       |           |           |         |     |        |      |       |     |    |     |     |      |        |     | 10    |
| PK | 33       |           |           |         |     |        |      |       |     |    |     |     |      |        |     | 33    |
| K  |          | 7         | 4         | 6       | 1   | 5      | 6    | 3     |     |    |     |     |      |        |     | 32    |
| 1  |          | 6         | 7         | 10      | 3   | 2      | 8    | 4     |     |    |     |     |      |        |     | 40    |
| 2  |          | 7         | 11        | 7       | 4   | 1      | 4    | 5     |     |    |     |     |      |        |     | 39    |
| 3  |          | 9         | 9         | 7       | 3   | 2      | 5    | 3     |     |    |     |     |      | 0      |     | 38    |
| 4  |          | 4         | 8         | 8       | 8   | 7      | 8    | 3     |     |    |     |     |      |        |     | 46    |
| 5  |          | 12        | 10        | 7       | 8   | 8      | 8    | 5     |     |    |     |     |      | 0      |     | 58    |
| 6  |          |           |           |         |     |        |      |       | 59  |    |     |     |      |        |     | 59    |
| 7  |          |           |           |         |     |        |      |       |     | 27 | 31  |     |      | 2      | 2   | 62    |
| 8  |          |           |           |         |     |        |      |       |     | 30 | 32  |     |      | 0      | 1   | 63    |
| 9  |          |           |           |         |     |        |      |       |     |    |     | 100 | 0    | 1      | 0   | 101   |
| 10 |          |           |           |         |     |        |      |       |     |    |     | 45  | 2    | 0      | 1   | 48    |
| 11 |          |           |           |         |     |        |      |       |     |    |     | 41  | 6    | 0      | 0   | 47    |
| 12 |          |           |           |         |     |        |      |       |     |    |     | 36  | 1    | 0      |     | 37    |
|    | 43       | 45        | 49        | 45      | 27  | 25     | 39   | 23    | 59  | 57 | 63  | 222 | 9    | 3      | 4   | 713   |

Seguin Independent School District  
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**At-Risk**

|    | Ball ECC | Jefferson | Rodriguez | Weinert | McQ | Patlan | Koen | Vogel | JFS | JB  | AJB | SHS  | MBLC | Burges | JDC | Total |
|----|----------|-----------|-----------|---------|-----|--------|------|-------|-----|-----|-----|------|------|--------|-----|-------|
| EE | 1        |           |           |         |     |        |      |       |     |     |     |      |      |        |     | 1     |
| PK | 147      |           |           |         |     |        |      |       |     |     |     |      |      |        |     | 147   |
| K  |          | 39        | 43        | 25      | 15  | 40     | 28   | 38    |     |     |     |      |      |        |     | 228   |
| 1  |          | 41        | 34        | 34      | 33  | 37     | 31   | 49    |     |     |     |      |      |        |     | 259   |
| 2  |          | 36        | 56        | 32      | 21  | 44     | 20   | 27    |     |     |     |      |      |        |     | 236   |
| 3  |          | 48        | 62        | 56      | 42  | 68     | 46   | 54    |     |     |     |      |      | 1      |     | 377   |
| 4  |          | 29        | 36        | 51      | 36  | 47     | 19   | 32    |     |     |     |      |      |        |     | 250   |
| 5  |          | 20        | 32        | 36      | 28  | 36     | 41   | 37    |     |     |     |      |      | 0      |     | 230   |
| 6  |          |           |           |         |     |        |      |       | 196 |     |     |      |      |        |     | 196   |
| 7  |          |           |           |         |     |        |      |       |     | 94  | 91  |      |      | 6      | 3   | 194   |
| 8  |          |           |           |         |     |        |      |       |     | 125 | 126 |      |      | 1      | 2   | 254   |
| 9  |          |           |           |         |     |        |      |       |     |     |     | 356  | 7    | 9      | 1   | 373   |
| 10 |          |           |           |         |     |        |      |       |     |     |     | 334  | 8    | 1      | 4   | 347   |
| 11 |          |           |           |         |     |        |      |       |     |     |     | 212  | 61   | 4      | 1   | 278   |
| 12 |          |           |           |         |     |        |      |       |     |     |     | 113  | 50   | 1      |     | 164   |
|    | 148      | 213       | 263       | 234     | 175 | 272    | 185  | 237   | 196 | 219 | 217 | 1015 | 126  | 23     | 11  | 3534  |

**Economically Disadvantaged**

|    | Ball ECC | Jefferson | Rodriguez | Weinert | McQ | Patlan | Koen | Vogel | JFS | JB  | AJB | SHS  | MBLC | Burges | JDC | Total |
|----|----------|-----------|-----------|---------|-----|--------|------|-------|-----|-----|-----|------|------|--------|-----|-------|
| EE | 2        |           |           |         |     |        |      |       |     |     |     |      |      |        |     | 2     |
| PK | 487      |           |           |         |     |        |      |       |     |     |     |      |      |        |     | 487   |
| K  |          | 71        | 68        | 59      | 44  | 70     | 56   | 54    |     |     |     |      |      |        |     | 422   |
| 1  |          | 71        | 77        | 54      | 46  | 52     | 64   | 55    |     |     |     |      |      |        |     | 419   |
| 2  |          | 54        | 90        | 68      | 44  | 60     | 62   | 48    |     |     |     |      |      |        |     | 426   |
| 3  |          | 59        | 66        | 48      | 47  | 58     | 62   | 59    |     |     |     |      |      | 1      |     | 400   |
| 4  |          | 49        | 64        | 57      | 44  | 56     | 54   | 49    |     |     |     |      |      |        |     | 373   |
| 5  |          | 54        | 57        | 56      | 55  | 61     | 52   | 55    |     |     |     |      |      | 1      |     | 391   |
| 6  |          |           |           |         |     |        |      |       | 381 |     |     |      |      |        |     | 381   |
| 7  |          |           |           |         |     |        |      |       |     | 172 | 185 |      |      | 6      | 0   | 363   |
| 8  |          |           |           |         |     |        |      |       |     | 171 | 192 |      |      | 1      | 1   | 365   |
| 9  |          |           |           |         |     |        |      |       |     |     |     | 414  | 6    | 7      | 0   | 427   |
| 10 |          |           |           |         |     |        |      |       |     |     |     | 242  | 5    | 1      | 1   | 249   |
| 11 |          |           |           |         |     |        |      |       |     |     |     | 200  | 43   | 4      | 0   | 247   |
| 12 |          |           |           |         |     |        |      |       |     |     |     | 164  | 40   | 0      | 0   | 204   |
|    | 489      | 358       | 422       | 342     | 280 | 357    | 350  | 320   | 381 | 343 | 377 | 1020 | 94   | 21     | 2   | 5156  |

Seguin Independent School District  
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**Limited English Proficient (LEP)**

|    | Ball ECC | Jefferson | Rodriguez | Weinert | McQ | Patlan | Koen | Vogel | JFS | JB | AJB | SHS | MBLC | Burges | JDC | Total |
|----|----------|-----------|-----------|---------|-----|--------|------|-------|-----|----|-----|-----|------|--------|-----|-------|
| EE | 0        |           |           |         |     |        |      |       |     |    |     |     |      |        |     | 0     |
| PK | 91       |           |           |         |     |        |      |       |     |    |     |     |      |        |     | 91    |
| K  |          | 2         | 22        | 3       | 0   | 18     | 18   | 19    |     |    |     |     |      |        |     | 82    |
| 1  |          | 0         | 20        | 1       | 0   | 18     | 21   | 16    |     |    |     |     |      |        |     | 76    |
| 2  |          | 1         | 32        | 0       | 1   | 17     | 12   | 15    |     |    |     |     |      |        |     | 78    |
| 3  |          | 2         | 27        | 2       | 2   | 12     | 13   | 18    |     |    |     |     |      | 0      |     | 76    |
| 4  |          | 2         | 16        | 3       | 2   | 17     | 14   | 19    |     |    |     |     |      |        |     | 73    |
| 5  |          | 1         | 9         | 3       | 1   | 5      | 5    | 13    |     |    |     |     |      | 0      |     | 37    |
| 6  |          |           |           |         |     |        |      |       | 26  |    |     |     |      |        |     | 26    |
| 7  |          |           |           |         |     |        |      |       |     | 5  | 16  |     |      | 1      | 0   | 22    |
| 8  |          |           |           |         |     |        |      |       |     | 10 | 18  |     |      | 0      | 0   | 28    |
| 9  |          |           |           |         |     |        |      |       |     |    |     | 43  | 0    | 1      | 0   | 44    |
| 10 |          |           |           |         |     |        |      |       |     |    |     | 21  | 0    | 0      | 0   | 21    |
| 11 |          |           |           |         |     |        |      |       |     |    |     | 11  | 1    | 0      | 0   | 12    |
| 12 |          |           |           |         |     |        |      |       |     |    |     | 8   | 5    | 0      |     | 13    |
|    | 91       | 8         | 126       | 12      | 6   | 87     | 83   | 100   | 26  | 15 | 34  | 83  | 6    | 2      | 0   | 679   |

**Migrant**

|    | Ball ECC | Jefferson | Rodriguez | Weinert | McQ | Patlan | Koen | Vogel | JFS | JB | AJB | SHS | MBLC | Burges | JDC | Total |
|----|----------|-----------|-----------|---------|-----|--------|------|-------|-----|----|-----|-----|------|--------|-----|-------|
| EE | 0        |           |           |         |     |        |      |       |     |    |     |     |      |        |     | 0     |
| PK | 4        |           |           |         |     |        |      |       |     |    |     |     |      |        |     | 4     |
| K  |          | 0         | 0         | 0       | 0   | 0      | 1    | 2     |     |    |     |     |      |        |     | 3     |
| 1  |          | 0         | 0         | 0       | 0   | 1      | 1    | 0     |     |    |     |     |      |        |     | 2     |
| 2  |          | 0         | 0         | 0       | 0   | 0      | 2    | 0     |     |    |     |     |      |        |     | 2     |
| 3  |          | 0         | 0         | 0       | 0   | 0      | 0    | 0     |     |    |     |     |      | 0      |     | 0     |
| 4  |          | 0         | 0         | 0       | 1   | 0      | 1    | 2     |     |    |     |     |      |        |     | 4     |
| 5  |          | 0         | 0         | 0       | 0   | 0      | 0    | 0     |     |    |     |     |      | 0      |     | 0     |
| 6  |          |           |           |         |     |        |      |       | 5   |    |     |     |      |        |     | 5     |
| 7  |          |           |           |         |     |        |      |       |     | 2  | 3   |     |      | 1      | 0   | 6     |
| 8  |          |           |           |         |     |        |      |       |     | 1  | 1   |     |      | 0      | 0   | 2     |
| 9  |          |           |           |         |     |        |      |       |     |    |     | 1   | 0    | 0      | 0   | 1     |
| 10 |          |           |           |         |     |        |      |       |     |    |     | 5   | 0    | 0      | 0   | 5     |
| 11 |          |           |           |         |     |        |      |       |     |    |     | 3   | 0    | 0      | 0   | 3     |
| 12 |          |           |           |         |     |        |      |       |     |    |     | 0   | 1    | 0      |     | 1     |
|    | 4        | 0         | 0         | 0       | 1   | 1      | 5    | 4     | 5   | 3  | 4   | 9   | 1    | 1      | 0   | 38    |

Seguin Independent School District  
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**GT/EL**

|    | Ball ECC | Jefferson | Rodriguez | Weinert | McQ | Patlan | Koen | Vogel | JFS | JB | AJB | SHS | MBLC | Burges | JDC | Total |
|----|----------|-----------|-----------|---------|-----|--------|------|-------|-----|----|-----|-----|------|--------|-----|-------|
| EE | 0        |           |           |         |     |        |      |       |     |    |     |     |      |        |     | 0     |
| PK | 0        |           |           |         |     |        |      |       |     |    |     |     |      |        |     | 0     |
| K  |          | 0         | 0         | 0       | 0   | 0      | 0    | 0     |     |    |     |     |      |        |     | 0     |
| 1  |          | 2         | 2         | 3       | 1   | 1      | 2    | 3     |     |    |     |     |      |        |     | 14    |
| 2  |          | 2         | 8         | 3       | 2   | 1      | 1    | 4     |     |    |     |     |      |        |     | 21    |
| 3  |          | 3         | 0         | 11      | 2   | 3      | 5    | 2     |     |    |     |     |      | 0      |     | 26    |
| 4  |          | 1         | 8         | 7       | 3   | 6      | 7    | 2     |     |    |     |     |      |        |     | 34    |
| 5  |          | 6         | 1         | 9       | 9   | 6      | 7    | 8     |     |    |     |     |      | 0      |     | 46    |
| 6  |          |           |           |         |     |        |      |       | 59  |    |     |     |      |        |     | 59    |
| 7  |          |           |           |         |     |        |      |       |     | 24 | 26  |     |      | 0      | 0   | 50    |
| 8  |          |           |           |         |     |        |      |       |     | 24 | 21  |     |      | 0      | 0   | 45    |
| 9  |          |           |           |         |     |        |      |       |     |    |     | 52  | 0    | 0      | 0   | 52    |
| 10 |          |           |           |         |     |        |      |       |     |    |     | 46  | 0    | 1      | 0   | 47    |
| 11 |          |           |           |         |     |        |      |       |     |    |     | 44  | 0    | 0      | 0   | 44    |
| 12 |          |           |           |         |     |        |      |       |     |    |     | 43  | 0    | 0      |     | 43    |
|    | 0        | 14        | 19        | 33      | 17  | 17     | 22   | 19    | 59  | 48 | 47  | 185 | 0    | 1      | 0   | 481   |

**Homeless**

|    | Ball ECC | Jefferson | Rodriguez | Weinert | McQ | Patlan | Koen | Vogel | JFS | JB | AJB | SHS | MBLC | Burges | JDC | Total |
|----|----------|-----------|-----------|---------|-----|--------|------|-------|-----|----|-----|-----|------|--------|-----|-------|
| EE | 0        |           |           |         |     |        |      |       |     |    |     |     |      |        |     | 0     |
| PK | 19       |           |           |         |     |        |      |       |     |    |     |     |      |        |     | 19    |
| K  |          | 4         | 4         | 4       | 3   | 1      | 0    | 1     |     |    |     |     |      |        |     | 17    |
| 1  |          | 3         | 4         | 2       | 2   | 1      | 1    | 2     |     |    |     |     |      |        |     | 15    |
| 2  |          | 2         | 8         | 3       | 2   | 0      | 1    | 0     |     |    |     |     |      |        |     | 16    |
| 3  |          | 2         | 3         | 0       | 1   | 2      | 0    | 1     |     |    |     |     |      | 0      |     | 9     |
| 4  |          | 3         | 1         | 4       | 0   | 0      | 1    | 2     |     |    |     |     |      |        |     | 11    |
| 5  |          | 4         | 3         | 2       | 3   | 2      | 2    | 0     |     |    |     |     |      | 0      |     | 16    |
| 6  |          |           |           |         |     |        |      |       | 19  |    |     |     |      |        |     | 19    |
| 7  |          |           |           |         |     |        |      |       |     | 4  | 11  |     |      | 0      | 0   | 15    |
| 8  |          |           |           |         |     |        |      |       |     | 4  | 7   |     |      | 0      | 0   | 11    |
| 9  |          |           |           |         |     |        |      |       |     |    |     | 17  | 0    | 0      | 0   | 17    |
| 10 |          |           |           |         |     |        |      |       |     |    |     | 11  | 0    | 0      | 0   | 11    |
| 11 |          |           |           |         |     |        |      |       |     |    |     | 14  | 3    | 0      | 0   | 17    |
| 12 |          |           |           |         |     |        |      |       |     |    |     | 11  | 1    | 0      |     | 12    |
|    | 19       | 18        | 23        | 15      | 11  | 6      | 5    | 6     | 19  | 8  | 18  | 53  | 4    | 0      | 0   | 205   |

Seguin Independent School District  
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**Unaccompanied Youth**

|    | Ball ECC | Jefferson | Rodriguez | Weinert | McQ | Patlan | Koen | Vogel | JFS | JB | AJB | SHS | MBLC | Burges | JDC | Total |    |
|----|----------|-----------|-----------|---------|-----|--------|------|-------|-----|----|-----|-----|------|--------|-----|-------|----|
| EE | 0        |           |           |         |     |        |      |       |     |    |     |     |      |        |     | 0     |    |
| PK | 3        |           |           |         |     |        |      |       |     |    |     |     |      |        |     | 3     |    |
| K  |          | 0         | 0         | 0       | 1   | 1      | 0    | 0     |     |    |     |     |      |        |     | 2     |    |
| 1  |          | 0         | 0         | 0       | 0   | 0      | 0    | 0     |     |    |     |     |      |        |     | 0     |    |
| 2  |          | 0         | 0         | 0       | 0   | 0      | 0    | 0     |     |    |     |     |      |        |     | 0     |    |
| 3  |          | 0         | 0         | 0       | 0   | 2      | 0    | 0     |     |    |     |     |      |        | 0   | 2     |    |
| 4  |          | 0         | 1         | 0       | 0   | 0      | 0    | 0     |     |    |     |     |      |        |     | 1     |    |
| 5  |          | 0         | 1         | 0       | 0   | 1      | 0    | 0     |     |    |     |     |      |        | 0   | 2     |    |
| 6  |          |           |           |         |     |        |      |       | 3   |    |     |     |      |        |     | 3     |    |
| 7  |          |           |           |         |     |        |      |       |     | 2  | 1   |     |      |        | 0   | 0     | 3  |
| 8  |          |           |           |         |     |        |      |       |     | 2  | 4   |     |      |        | 0   | 0     | 6  |
| 9  |          |           |           |         |     |        |      |       |     |    |     | 8   | 0    | 0      | 0   | 0     | 8  |
| 10 |          |           |           |         |     |        |      |       |     |    |     | 5   | 0    | 0      | 0   | 0     | 5  |
| 11 |          |           |           |         |     |        |      |       |     |    |     | 7   | 3    | 0      | 0   | 0     | 10 |
| 12 |          |           |           |         |     |        |      |       |     |    |     | 7   | 0    | 0      | 0   | 0     | 7  |
|    | 3        | 0         | 2         | 0       | 1   | 4      | 0    | 0     | 3   | 4  | 5   | 27  | 3    | 0      | 0   | 0     | 52 |

**Title I**

|    | Ball ECC | Jefferson | Rodriguez | Weinert | McQ | Patlan | Koen | Vogel | JFS | JB | AJB | SHS | MBLC | Burges | JDC | Total |      |
|----|----------|-----------|-----------|---------|-----|--------|------|-------|-----|----|-----|-----|------|--------|-----|-------|------|
| EE | 10       |           |           |         |     |        |      |       |     |    |     |     |      |        |     | 10    |      |
| PK | 506      |           |           |         |     |        |      |       |     |    |     |     |      |        |     | 506   |      |
| K  |          | 80        | 92        | 88      | 56  | 92     | 86   | 86    |     |    |     |     |      |        |     | 580   |      |
| 1  |          | 80        | 93        | 102     | 60  | 66     | 103  | 81    |     |    |     |     |      |        |     | 585   |      |
| 2  |          | 65        | 110       | 92      | 67  | 79     | 86   | 75    |     |    |     |     |      |        |     | 574   |      |
| 3  |          | 68        | 80        | 79      | 60  | 80     | 90   | 81    |     |    |     |     |      |        | 0   | 538   |      |
| 4  |          | 56        | 83        | 92      | 65  | 75     | 80   | 66    |     |    |     |     |      |        |     | 517   |      |
| 5  |          | 65        | 69        | 86      | 71  | 77     | 84   | 83    |     |    |     |     |      |        | 0   | 535   |      |
| 6  |          |           |           |         |     |        |      |       | 540 |    |     |     |      |        |     | 540   |      |
| 7  |          |           |           |         |     |        |      |       |     | 4  | 1   |     |      |        | 0   | 0     | 5    |
| 8  |          |           |           |         |     |        |      |       |     | 7  | 6   |     |      |        | 0   | 0     | 13   |
| 9  |          |           |           |         |     |        |      |       |     |    |     | 13  | 0    | 0      | 0   | 0     | 13   |
| 10 |          |           |           |         |     |        |      |       |     |    |     | 7   | 0    | 1      | 0   | 0     | 8    |
| 11 |          |           |           |         |     |        |      |       |     |    |     | 2   | 2    | 0      | 0   | 0     | 4    |
| 12 |          |           |           |         |     |        |      |       |     |    |     | 4   | 3    | 0      | 0   | 0     | 7    |
|    | 516      | 414       | 527       | 539     | 379 | 469    | 529  | 472   | 540 | 11 | 7   | 26  | 5    | 1      | 0   | 0     | 4435 |

| <b>Board Priority #1</b> | <b>Learning that is engaging, rigorous, relevant and motivating will ensure student success in college and/or careers. (FINDING: 1.1)</b>  |             |              |   |                       |             |                |  |  |
|--------------------------|--|-------------|--------------|---|-----------------------|-------------|----------------|--|--|
|                          | <i>Measured by a Met Standard rating for the District and all campuses for Post-Secondary Readiness as well as meeting 100% of the System Safeguards on the state accountability system.</i>   |             |              |   |                       |             |                |  |  |
|                          | 1.1 Support will be provided for teachers through professional development and collaboration opportunities to develop the skills to bring rigor and relevance to their teaching and classroom methods. (DIRECTION: 1.1.1)  |             |              |   |                       |             |                |  |  |
|                          | 1.2 Through the curriculum, students will be provided opportunities to think independently and in complex ways to apply their knowledge for problem solving and critical thinking. (DIRECTION: 1.1.2)  |             |              |   |                       |             |                |  |  |
|                          | 1.3 Multiple forms of communication with parents will be used to promote a culture of rigor. (DIRECTION: 1.1.3)  |             |              |   |                       |             |                |  |  |
|                          | 1.4 Support will be provided for students through multiple approaches to meet individual needs.  |             |              |   |                       |             |                |  |  |
|                          | 1.5 The district will provide a strong foundation for teachers on project-based learning as another tool for instruction and assessment and will provide various types of PBL on-going training opportunities for teachers such as, but not limited to: Reading materials, On-line resources, Book studies, Discussion groups, Presentations, School visitations. (DIRECTION: 1.3.1) |             |              |   |                       |             |                |  |  |
|                          | 1.6 Enhance a college bound culture through the creation of a Comprehensive Early College High School, increasing enrollment in AP courses, and providing SAT/ACT prep classes. (Revised 2012-13 Board Goal 4.3)   |             |              |   |                       |             |                |  |  |
|                          | 1.7 Provide academic interventions to each at-risk student based on District Response to Intervention (Rtl) processes and monitor student success.   |             |              |   |                       |             |                |  |  |
|                          | 1.8 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.   |             |              |   |                       |             |                |  |  |
| Obj. #                   | Actions/Implementation   | Needs Assmt | Special Pops | Person(s) Responsible   | Timeline              | Resources   | Funding Source | Formative Evaluation                           | Documented   |
| 1.1                      | Use Title I-A funds to provide a 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 | June 2013 - July 2014 | \$28,000.00 | B              | Unit assessment results, PDAS, Eduphoria Aware | Data Reports, Unit Assessments scanned in Eduphoria AWARE  |
| 1.1                      | 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 | June 2013 - July 2014 | \$64,000.00 | I              | Unit assessment results, PDAS, Eduphoria Aware | District Testing Calendar, Planning Protocol and Planning Documents, Unit Assessments scanned in Eduphoria AWARE |

|     |  |                           |                    |   |                       |                 |   |   |   |
|-----|--|---------------------------|--------------------|---|-----------------------|-----------------|---|---|---|
| 1.1 | 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                  | June 2013 - July 2014 | \$360,000.00    | B | STAAR data, Unit assessment data, walk-through data | Agendas from training, District Data reports            |
| 1.1 | 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                  | June 2013 - July 2014 | \$285,000.00    | C | STAAR data, Unit assessment data, walk-through data | Agendas from training, District Data reports            |
| 1.1 | 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                  | June 2013 - July 2014 | \$600,000.00    | I | STAAR data, Unit assessment data, walk-through data | Agendas from training, District Data reports            |
| 1.1 | Provide professional development concerning the implementation of the new Math TEKS, including instructional strategies, Y1.   | AEIS, PBMAS               |                    | Dir of Elem Curr, Dir of Secondary Curr, Principals, Asst Supt of Curr & Inst | June 2013 - Oct. 2013 | \$15,000.00     | B | Unit Assessment Data                                | Agendas, Sign in sheets, YAGs                           |
| 1.1 | Revise District Planning Protocol to include ELPS strategies and provide additional support for implementation as needed. Y2   | AEIS, Curr, DTeams, PBMAS |                    | Dir of Elem Curr, Dir of Secondary Curr, Principals, Asst Supt of Curr & Inst | July 2013             | Personnel, time | A | Walk-throughs, Unit assessments, STAAR Results      | Walk-through forms, District Data reports, lesson plans |
| 1.1 | 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  | Fall 2013             | Personnel       | A | Student academic records                            | Elementary Advanced Academic Plan                       |
| 1.1 | 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   | Fall 2013             | Personnel       | A | TAKS/STAAR data, AEIS Report                        | Secondary Advanced Academic Plan                        |



|     |   |                         |                    |   |                         |              |   |   |   |
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| 1.1 | Develop a recruitment plan to increase equitable access to advanced academic classes at the secondary levels.   | Curr                    | Advanced Academics | Dir of Elementary Curr, Dir of Secondary Curr   | Fall 2013               | Personnel    | A | STAAR data, Enrollment Data                           | Advanced Academic Plan                          |
| 1.1 | 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 2013 - June 2014 | \$30,000.00  | C | Professional Development Calendar                     | Meeting agendas and sign-in sheets              |
| 1.1 | Utilize Title I-A funds to improve curriculum and drive instruction. (Appendix B-2)   | Curr                    |                    | Asst. Supt of Curr & Instr  | August 2013 - June 2014 | \$107,000.00 | B | Campus Improvement Plans, Title I-A compliance report | Meeting agendas and sign-in sheets              |
| 1.1 | Utilize Local funds to support curriculum writing for the core classes  | curr                    |                    | Dir of Elementary Curr, Dir of Secondary Curr   | July 2013 - June 2014   | \$45,000.00  | A | Planning Protocol, Walkthroughs, Unit Assessment Data | Curriculum Documents                            |
| 1.1 | Implement co-teaching model for Special Education and ELL students in core classes on secondary campuses.   | Spop, PBMAS             | Sp Ed. ELL         | Asst Supt of Curr & Inst, Dir of Secondary Curr, Principal  | August 2013             | Personnel    | A | Attendance reports, EOC results                       | class roster, staff development attendance      |
| 1.2 | Develop a plan to provide campus support in the implementation and sustainability of Data Teams. (Appendix B-8) Y3                                    | Curr, AEIS, PBMAS       |                    | Dir.of Elementary and Secondary Curr and Asst. Supt. of Curr. & Inst. Data Teams certified trainers | June 2013 - July 2014   | Personnel    | A | Agendas, sign in sheets, meeting minutes              | Sign in sheets, Data Review Documents by Campus |
| 1.2 | Utilize Title I-A funds to provide 2.0 Dyslexia, Read 180 and System 44 FTEs at the elementary campuses. Y2 (Appendix B-2)                            | SAD                     | 504                | Director of Elementary Curriculum   | June 2013 - July 2014   | \$115,000.00 | B | Dyslexia testing                                      | Dyslexia services reports                       |
| 1.2 | Utilize Local funds to provide 1.5 Dyslexia, Read 180 and System 44 services at the elementary campuses. Y2 (Appendix B-2)                            | SAD                     | 504                | Director of Elementary Curriculum   | June 2013 - July 2014   | \$90,000.00  | B | Dyslexia testing                                      | Dyslexia services reports                       |

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| 1.3 | 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 2013 - June 2014 | PBIS Campus teams                             | A | Weekly progress monitoring of TEAMS data | Copy of Developed Plan                         |
| 1.3 | Conduct a systematic weekly review of the number of students in special education with discretionary placements in DAEP, ISS, and OSS.   | PBMAS             | Sp Ed   | Sp Ed Director, Asst Supt of Curr & Inst, Campus Principals                                  | August 2013 - June 2014 | PBIS Campus teams and special education staff | A | Weekly progress monitoring of TEAMS data | Monthly reports, Leadership Agendas            |
| 1.3 | 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 2013 - June 2014 | PBIS Campus teams and special education staff | A | PBIS Data, PBMAS, AEIS                   | Sign-in Sheets, Evaluation of walkthrough data |
| 1.4 | Review discipline data by campus, by district to identify areas for training and improvement.  | D&A               |         | Asst Supt of Curr & Inst, Campus Principals, PBIS District Team, Director of Student Support | August 2013 - June 2014 | Personnel                                     | A | PEMIS Data, AEIS, PBMAS                  | TEAMS EOY Report                               |
| 1.4 | Continue to provide Sheltered Instruction and differentiation training to all Secondary core content area teachers who service ELL students. Y2  | AEIS, Spop, PBMAS | ELL/LEP | Principals, Bilingual/ESL Coordinator  | Fall 2013, Spring 2014  | Personnel, time                               | A | Walk-throughs                            | Agendas, Sign in sheets, lesson plans          |
| 1.4 | Provide ELPS training to all new teachers.   | AEIS, Spop, PBMAS | ELL/LEP | Principals, Bilingual/ESL Coordinator  | July 2013               | Personnel, time                               | A | Walk-throughs                            | Agendas, Sign in sheets, lesson plans          |
| 1.4 | Utilize Title I-A funds to provide a bilingual interventionist at the designated bilingual campuses.   | STF               | ELL/LEP | Asst Supt of Curr & Inst   | August 2013 - June 2014 | \$55,000.00                                   | B | AEIS Reports                             |  |

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| 1.4 | Utilize Title I-A Funds to provide District-level personnel (District Bilingual/ESL Coordinator) for staff development support for all teachers.  | AEIS, Spop, PBMAS | ELL/LEP, Advanced Academics, SpED | Dir. of Curriculum and Director of Bilingual/ESL Coordinator, Principals, Special Education, Bilingual/ESL Coordinator | August 2013 - June 2014 | \$68,000.00  | B | AEIS Data, Walk-throughs                                   | Sign in sheets                                 |
| 1.4 | Utilize Title II-A Funds to provide District-level personnel (Director of Secondary Curriculum) 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. | AEIS, Spop, PBMAS | ELL/LEP, Advanced Academics, SpED | Principals, Special Education, Bilingual/ESL Coordinator   | July 2013 - June 2014   | \$75,000.00  | C | AEIS Data, Walk-throughs                                   | Sign in sheets                                 |
| 1.4 | 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  | June 2013 - July 2014   | \$520,000.00 | B | CIPs   | Time and Effort Logs                           |
| 1.4 | 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  | June 2013 - July 2014   | \$147,500.00 | B | CIPs   | Time and Effort Logs                           |
| 1.4 | 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  | June 2013 - July 2014   | \$46,000.00  | E | CIPs   | Time and Effort Logs                           |
| 1.4 | Utilize Title III-A funds to provide instructional resources for ELL students.  | Spop, SAD, PBMAS  | ELL/LEP                           | Coordinator of Bilingual/ESL, Campus Principals  | June 2013 - July 2014   | \$30,000.00  | E | Walk-throughs, Unit assessments, TAKS/STAAR/TELPAS Results | Lesson Plans to reflect use of resources, RPOs |

|     |  |             |         |   |                         |                           |   |  |  |
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| 1.4 | 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 | June 2013 - July 2014   | \$103,000.00              | C | AEIS, Staffing Reports                           | Staffing Reports                                       |
| 1.4 | 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 | June 2013 - July 2014   | \$1,400,000.00            | I | AEIS, Staffing Reports                           | Staffing Reports                                       |
| 1.4 | Utilize Title-I A funds to target interventions and instruction in areas of school improvement. Y2 (Appendix B-2)  | SAD         |         | Asst. Supt of Curr & Instr, Campus Principals | June 2013 - July 2014   | \$170,000.00              | B | Student Achievement Data, CIPS                   | CIPs   |
| 1.4 | Utilize School Improvement funds to target interventions and instruction in areas of school improvement. Y2 (Appendix B-2)   | SAD         |         | Asst. Supt of Curr & Instr, Campus Principals | June 2013 - July 2014   | TBD upon AYP notification | K | Student Achievement Data, CIPS                   | CIPs   |
| 1.4 | Continue implementation of the practice of Behavior Intervention Plans (BIP) revision/review for special ed students after removal to ISS, OSS, or DAEP. Y2  | AEIS, PBMAS | Sp Ed   | Dir of SpEd, Campus Principals                | August 2013 - June 2014 | Personnel                 | A | AEIS Data  | State Performance Plan                                 |
| 1.4 | 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 2013 - June 2014 | \$52,000.00               | F | Student Enrollment at JDC or Burges              | Meeting and contact documentation                      |
| 1.4 | Utilize IDEA funds to implement comprehensive services to Special Education Students.  | Sp Ed       | Sp Ed   | Director of Special Education                 | August 2013 - June 2014 | \$1,200,000.00            | G | Special Education Services, Staffing             | Special Education Services Reports                     |
| 1.4 | Hold individual student meeting for ELL students to review grades, monitor attendance, and provide academic support. Y2  | Spop, PBMAS | ELL     | Coord of Academic Support, Counselors         | August 2013 - June 2014 | Personnel, time           | A | Grade reports, attendance reports, TAKS/EOC data | Meeting sign-in sheets                                 |
| 1.4 | 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 Learning Walks and provide feedback to principal and teachers. Y2 (Appendix B-9) | Spop        | At Risk | Asst Supt of Curr & Inst, Campus Principals   | August 2013 - June 2014 | Personnel                 | A | TAKS/STAAR results, Unit assessment scores       | Walk-through docs, feedback to Principals and teachers |

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| 1.4 | Utilize Title I-A funds to provide social services and interventions for our Early Childhood Program.  | Demo,             | At Risk | Early Childhood Campus Principal                                       | August 2013 - June 2014 | \$180,000.00          | B | Campus Improvement Plan                 | Social Service logs and intervention plans   |
| 1.4 | 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 2013 - June 2014 | \$1,600,000.00        | I | Campus Improvement Plans                | Transfer Leaver Codes, ARDs  |
| 1.4 | 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 2013 - June 2014 | \$10,000.00           | F | Campus Improvement Plan                 | Staffing Reports, RPOs   |
| 1.4 | Hand-schedule ELL students with ESL certified teachers in content areas of math and science.   | AEIS, Spop, PBMAS | ELL/LEP | Counselors, Campus Principals  | August 2013             | Personnel, time       | A | Campus Improvement Plans, TAKS/EOC data | Student schedules, class rosters   |
| 1.4 | Utilize SHARS funds to provide supplemental resources for At-Risk students at the campus level.  | Spop, SAD         | At Risk | Campus Principals  | August 2013 - June 2014 | \$260,000.00          | J | Campus Improvement Plans, SHARS Plans   | Substitute Logs, RPOs, Extra Duty Pay Sheets, Tutoring Logs                                      |
| 1.4 | Utilize SSI funds to provide targeted interventions for students in grades 5 and 8 who scored below the average state raw score on the 2013 STAAR Math and/or Reading test.  | AEIS, SAD         | At Risk | Campus Principals  | August 2013 - June 2014 | Estimated \$38,000.00 | L | Campus Improvement Plans                | Tutoring Logs, Extra duty pay sheets.  |
| 1.5 | Continue to explore Project-Based Learning opportunities and align these to state standards.   | Vision, Curr      |         | Asst Supt of Curr & Inst   | August 2013 - June 2014 | Curriculum, Personnel | A | TBD                                     | Lesson Plans   |
| 1.6 | 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 |

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| 1.6 | Develop a partnership with St. Phillip's to obtain an Early College High School designation that targets at risk students.  | Vision      | At Risk | Asst. Supt of Curr & Instr                                    | Fall 2013 - June 2014   | TBD                   | A | Steering Committee and Work Group documents                        | MOU, TEA Designation                     |
| 1.7 | Utilize local funds to work with Region 13 to provide additional training in the 3-Tiered Rtl model and define and implement the district's approach for each Rtl tier. (Appendix B - 7,9)  | SAD         | At Risk | Asst Supt of Curr & Inst, Campus Principals                   | August 2013 - June 2014 | \$2,500.00            | A | AEIS, PEIMS Data   | Monitoring reports                       |
| 1.8 | 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 2013             | \$21,000.00           | D | Campus Attendance reports, Student by Student TEAMS data, EOC data | Migrant Budget, PEIMS Data               |
| 1.8 | 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 2013 - June 2014 | \$56,000.00           | B | Campus Attendance reports, Student by Student TEAMS data           | Home visits, Homeless Reports            |
| 1.8 | 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 2013 - June 2014 | Personnel, technology | A | Completion rate, AEIS Report, PEIMS Data                           | Attendance Reports                       |
| 1.8 | 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 | Director of Student Services                                  | August 2013 - June 2014 | Personnel             | A | Campus Attendance reports, Student by Student TEAMS data           | Semester and End of Year Report to Board |
| 1.8 | 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 | Director of Student Services                                  | August 2013 - June 2014 | \$110,000.00          | I | Campus Attendance reports, Student by Student TEAMS data           | Semester and End of Year Report to Board |

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| 1.8 | Identify and implement interventions to improve the attendance and reduce dropouts for the students identified with attendance problem, including all at risk students. | PEIMS | At Risk | Director of Student Services | August 2013 - June 2014 | Personnel | A | PEIMS Data, Campus Attendance Reports | Report to Board |
|-----|---|-------|---------|------------------------------|-------------------------|-----------|---|---------------------------------------|-----------------|

| <b>Board Priority #2</b>   | <b>Technology must be authentically integrated to create a relevant, rigorous and engaging learning culture for students and teachers. (FINDING: 2.1)</b>  |               |              |  |                         |                               |                |  |   |
|--|--|---------------|--------------|--|-------------------------|-------------------------------|----------------|--|---|
|  | <i>Measured by participation level of teachers at 125% of 520 staff members at Tech Comp sessions, wireless cover in 100% of all core academic learning environments, creation of a BYOD program at Erskine Health Science Academy with classroom integration, and an increase in eBook offerings by 50% during the 2013-2014 school year.</i> |               |              |  |                         |                               |                |  |   |
|  | 2.1 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 and connecting them to a global learning community. (Revised from 2013-13 Board Priority #3)  |               |              |  |                         |                               |                |  |   |
|  | 2.2 Teachers will increase their expertise and comfort with technology through district-sponsored training and incentives for further education. (DIRECTION 2.1.2)   |               |              |  |                         |                               |                |  |   |
|  | 2.3 Libraries will offer an academic and social environment that encompasses technology and support services for research and production processes. (Finding 7 - Libraries)  |               |              |  |                         |                               |                |  |   |
|  | 2.4 Necessary infrastructure will be provided to allow for appropriate network and wireless connection. (DIRECTION: 2.1.6)   |               |              |  |                         |                               |                |  |   |
|  | 2.5 All students will have equitable access to technology through the use of personally owned or school provided equipment. (DIRECTION: 2.1.1)   |               |              |  |                         |                               |                |  |   |
| 2.6 Technology will be continuously updated in order to remain current and relevant to the curriculum (DIRECTION: 2.1.3) |  |               |              |  |                         |                               |                |  |   |
| Obj. #   | Actions/Implementation   | Needs Assmt   | Special Pops | Person(s) Responsible                          | Timeline                | Resources                     | Funding Source | Formative Evaluation   | Documented  |
| 2.1  | Prepare the 2013-2016 Technology Plan  | Vision/StarCh |              | Exec Dir of Tech/ Director of Digital Learning | August 2013 - June 2015 | Technology                    | A              | Network utilization, Information surveys                                   | Technology Plan   |
| 2.2  | Provide staff development in instructional technology to increase teacher capacity   | Vision        |              | Exec Dir of Tech/ Director of Digital Learning | August 2013 - June 2014 | Technology, Personnel         | A              | Lesson plans, walk-through data  | Training agendas, sign-in sheets                        |
| 2.2  | 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 2013 - June 2014 | Personnel, Technology         | A              | Lesson Plans; PDAS; Sign in Sheets; Data in systems                        | Eduphoria certificates                                  |
| 2.3  | Libraries will offer an academic and social environment that encompasses technology and support services for research and production process.  | Vision/StarCh |              | Exec Dir of Tech/ Director of Digital Learning | August 2013 - June 2014 | Technology, Library materials | A              | Program Review, Periodic meetings and evaluations. Lesson Plans, Calendars | Training Agendas, Workshop participation, and reporting |
| 2.4  | Upgrade infrastructure for network and wireless connectivity to support an increasingly rigorous curriculum.   | Vision/StarCh |              | Exec Dir of Tech                               | August 2013 - June 2014 | Technology                    | A              | Purchase Orders, On site evaluations                                       | As-Built, Scope of Work Documents                       |



|     |  |               |  |  |                           |                       |     |  |  |
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| 2.4 | Install, test, and implement a wireless solution District wide.  | Vision/StarCh |  | Exec Dir of Tech                               | August 2013 - June 2014   | Technology            | A   | Purchase Orders, On site evaluations                               | As-Built, Scope of Work Documents                    |
| 2.5 | Plan and test a Bring Your Own Technology program.   | Vision/StarCh |  | Exec Dir of Tech/ Director of Digital Learning | August 2013 - June 2014   | Technology            | A   | Network utilization, Information surveys, student/teacher feedback | Self Reporting. Utilization reports                  |
| 2.5 | Provide equitable access to digital learning devices for all students and teachers.                        | Vision/StarCh |  | Exec Dir of Tech                               | August 2013 - June 2014   | Personnel, Technology | A/L | Purchase orders, usage schedules, sign in sheets                   | iPads, Laptops, Desktops, handheld devices; Training |
| 2.6 | Provide devices that are appropriate for the grade level and learning expectations                         | Vision/StarCh |  | Exec Dir of Tech                               | Spring 2014 - Spring 2016 | Pending 2013 Bond     | L   |  | Updated devices, RPOs                                |
| 2.6 | Utilize the Technology Plan to maintain updated technology that is current and relevant to the curriculum. | Vision/StarCh |  | Exec Dir of Tech                               | July 2013 - June 2014     | Personnel, Technology | A   | Technology Timeline  | Scope of Work Documents                              |

| <b>Board Priority # 3</b>  | <b>A safe and secure environment for all individuals will promote a positive and successful learning environment. (FINDING: 12.1)</b>   |             |              |                       |                         |                  |                |                                     |                               |
|--|---|-------------|--------------|-----------------------|-------------------------|------------------|----------------|-------------------------------------|-------------------------------|
|  | <i>Measured by full compliance with required State safety regulations, and a reduction by 10% in the number of incidents on the Safe and Drug Free School Report.</i>                                 |             |              |                       |                         |                  |                |                                     |                               |
|  | 3.1 All facilities will have controlled entrances and exits. (DIRECTION: 12.1.4)  |             |              |                       |                         |                  |                |                                     |                               |
|  | 3.2 New facilities will have a functional design implementing high safety standards. (DIRECTION: 12.1.5)  |             |              |                       |                         |                  |                |                                     |                               |
|  | 3.3 Up-to-date technology will be utilized at all facilities (i.e. alarmed emergency exits, security lighting, security cameras district-wide, student ID electronic check-in). (DIRECTION: 12.1.6)   |             |              |                       |                         |                  |                |                                     |                               |
|  | 3.4 A safe, secure, orderly and drug free climate promoting a positive and supportive learning environment will be provided by:   |             |              |                       |                         |                  |                |                                     |                               |
|  | Enforcing and monitoring established dress code for students and staff.   |             |              |                       |                         |                  |                |                                     |                               |
|  | 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) |             |              |                       |                         |                  |                |                                     |                               |
| Promoting a drug free climate with, ongoing education, the use of drug detection canine teams and a student drug testing program and reports on testing results. |   |             |              |                       |                         |                  |                |                                     |                               |
| Obj. #   | Actions/Implementation  | Needs Assmt | Special Pops | Person(s) Responsible | Timeline                | Resources        | Funding Source | Formative Evaluation                | Documented                    |
| 3.1  | Upgrade all facilities with controlled entrances and exits.   | Vision      |              | COO                   | August 2013 - June 2014 | Personnel        | A              | Completion Report to Superintendent | School Board Information Item |
| 3.2  | Fully implement maintenance management software, "School Dude" to efficiently and economically manage the maintenance effort.   | Vision      |              | COO                   | August 2013 - June 2014 | Technology, time | A              | Completion Report to Superintendent | School Board Information Item |
| 3.3  | Maintain up-to-date technology at all facilities (i.e. alarmed emergency exits, security lighting, security cameras district-wide, student ID electronic check-in).                                   | Vision      |              | COO                   | August 2013 - June 2014 | Technology, time | A              | Completion Report to Superintendent | School Board Information Item |
| 3.4  | 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                   | August 2013 - June 2014 | Personnel        | A              | Completion Report to Superintendent | School Board Information Item |

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| 3.4 | 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.  | Vision, TEC |  | COO                         | August 2013 - June 2014 | Personnel | A | Completion Report to Superintendent   | School Board Information Item            |
| 3.4 | Conduct a systematic review of work-related incidents on a quarterly basis.  | Vision, TEC |  | Risk Manager                | August 2013 - June 2014 | Personnel | A | Completion Report to COO              | Quarterly Reports                        |
| 3.4 | 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 2013 - June 2014 | Personnel | A | Completion Report to Superintendent   | School Board Information Item            |
| 3.4 | Enforce and monitor established dress code for students and staff.   | D&A         |  | Campus Principals           | August 2013 - June 2014 | Personnel | A | TEAMS Discipline Statistics           | Campus Survey, EOY Discipline Statistics |
| 3.4 | Continue random student drug testing program.  | D&A         |  | COO, Dir of Student Support | August 2013 - June 2014 | Personnel | A | Semi-annual review of testing results | Discipline Data, EOY Report              |
| 3.4 | 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 2013 - June 2014 | Personnel | A | Superintendent Updates                | EOY Review                               |

| <b>Board Priority #4</b>   | <b>District Priority #4: CTE Programs should be current in order to engage students, to assure they are college and/or career ready, and to provide a viable workforce for our community. (FINDING: 5.1)</b>  |               |              |  |                         |                             |                |  |  |
|--|---|---------------|--------------|--|-------------------------|-----------------------------|----------------|--|--|
|  | <i>Measured by: a 10% increase in the number of students enrolled in a career pathway and maintenance of a PL0 of CTE RHSP/DAP Diploma Rate and CTE Graduation Rate as measured on the PBMAS report.</i>  |               |              |  |                         |                             |                |  |  |
|  | 4.1 At the high school level, the district will offer one or more career academies. These academies will incorporate project-based learning and an academic instructional learning approach, integrating career and core academic learning that focuses on current economic drivers, locally and globally. (DIRECTION: 5.1.1) |               |              |  |                         |                             |                |  |  |
|  | 4.2 Students will have the option to participate in offered academies as well as other available CTE programs. (DIRECTION: 5.1.2)   |               |              |  |                         |                             |                |  |  |
|  | 4.3 Job shadowing and internships will be provided for those students participating in the academy. (DIRECTION: 5.1.3)  |               |              |  |                         |                             |                |  |  |
|  | 4.4 Industry standard facilities and technology will be provided to house and support the career academy. (DIRECTION: 5.1.5)  |               |              |  |                         |                             |                |  |  |
| 4.5 Career pathways focusing on the five approved legislative endorsements will be defined. (STEM, Business and Industry, Arts and Humanities, Public Service, Multi-Disciplinary Studies) |   |               |              |  |                         |                             |                |  |  |
| Obj. #   | Actions/Implementation  | Needs Assmt   | Special Pops | Person(s) Responsible  | Timeline                | Resources                   | Funding Source | Formative Evaluation                               | Documented   |
| 4.1  | 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 |
| 4.1  | Provide information on campus and district websites to promote higher education, college & career readiness.  | Vision        |              | College and Career Coordinator   | August 2013 - June 2014 | District website            | A              | Promotion of website to student & parent           | Work order to post information on campus website   |
| 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, Director of College and Career Readiness | Spring 2014             | Personnel, district website | H              | results of surveys                                 | Surveys  |

|     |   |               |     |  |                         |                                  |   |                                   |                                 |
|-----|---|---------------|-----|--|-------------------------|----------------------------------|---|-----------------------------------|---------------------------------|
| 4.2 | Administer the ACT Plan test for 9th graders to provide awareness of career options.                              | Vision, PBMAS | CTE | High School Principal  | October, 2013           | Personnel                        | H | Test results                      | Testing rosters                 |
| 4.2 | College Readiness Skills course will be offered as an elective to 8th grade students                              | Vision        | CTE | Middle School Principals, Counselors, Director of College and Career Readiness | August 2013 - June 2014 | Personnel                        | L | Master schedule                   | Report Cards, Course rosters    |
| 4.3 | Increase the number of internships and job shadowing opportunities in the CTE pathways.                           | Vision        | CTE | Director of College and Career Readiness                                       | August 2013 - June 2014 | Personnel, Business partnerships | A | Employer feedback                 | Student Schedules               |
| 4.4 | Provide the faculty, resources and facility to create an academy program and expand CTE opportunities.            | Vision        | CTE | Exec Dir of Tech & Dir of College and Career Readiness                         | August 2013 - June 2014 | Personnel, Business partnerships | A | Staffing reports, course handbook | Master Schedule                 |
| 4.5 | Utilize Perkins funds to provide instructional materials and necessary equipment and services to the CTE program. | Vision        | CTE | Director of College and Career Readiness                                       | August 2013 - June 2014 | \$70,607.00                      | H | Perkins Compliance Report         | RPOs, Perkins Compliance Report |

| <b>Board Priority #5</b>   | <b>Strong family and community involvement, in partnership with our school system, is essential for student success. (FINDING: 6.1)</b>  |             |              |                            |                         |                             |                |                                 |  |
|--|--|-------------|--------------|----------------------------|-------------------------|-----------------------------|----------------|---------------------------------|--|
|  | <i>Measured by a 25% increase in family and community involvement on the campus and district level as evidenced by attendance in school-initiated activities.</i>  |             |              |                            |                         |                             |                |                                 |  |
|  | 5.1 The district will develop a center where parents feel comfortable coming to learn new parenting skills, and how to provide academic support and post-graduate opportunities for their children. (DIRECTION: 6.1.1) |             |              |                            |                         |                             |                |                                 |  |
|  | 5.2 The district will incorporate Parent Liaisons at each K-8 campus to:   |             |              |                            |                         |                             |                |                                 |  |
|  | Support efforts to increase parental involvement   |             |              |                            |                         |                             |                |                                 |  |
|  | Create Parent Centers at each K-8 campus.  |             |              |                            |                         |                             |                |                                 |  |
|  | Offer workshops/courses seminars and opportunities for parents and students to further enhance overall success.  |             |              |                            |                         |                             |                |                                 |  |
| Meet the needs of a diverse population by providing signage and other information in both English and Spanish. |  |             |              |                            |                         |                             |                |                                 |  |
| Obj. #   | Actions/Implementation   | Needs Assmt | Special Pops | Person(s) Responsible      | Timeline                | Resources                   | Funding Source | Formative Evaluation            | Documented                                   |
| 5.1  | Utilize local funds to hire half time parent liaisons for each elementary school.  | Vision      |              | Campus Principal           | August 2013 - June 2014 | Local                       | A              | Annual evaluations              | HR Contracts, timecards                      |
| 5.1  | Utilize Title I-A funds to provide parent involvement services that are both meaningful and necessary. (Appendix B-6)  | Demo        |              | Asst. Supt of Curr & Inst  | August 2013 - June 2014 | \$17,000.00                 | B              | CIPs                            | Parent Compacts, Sign in sheets              |
| 5.2  | Update Parent-School Compacts  | TEC         |              | Parent Liaison Coordinator | Fall 2013               | Personnel, Time             | A              | Meeting agendas, sign-in sheets | Parent Teacher Compacts                      |
| 5.2  | Offer workshops/courses seminars and opportunities for parents and students to further enhance overall success.  | Vision      |              | Parent Liaison Coordinator | Fall 2013 - Spring 2014 | Personnel, Time, Facilities | A              | Meeting agendas, sign-in sheets | Workshop Calendar                            |
| 5.2  | Provide signage and other information for parents in both English and Spanish  | PBMAS       |              | Parent Liaison Coordinator | Fall 2013 - Spring 2014 | Personnel, Time             | A              |                                 | Documents and signage in Spanish and English |

| <b>Board Priority #6</b> | <b>Developing social and emotional skills through character and behavior education enables students to thrive and be successful. (FINDING: 4.1)</b>   |                  |              |   |                         |                   |                |                                       |  |
|--------------------------|---|------------------|--------------|---|-------------------------|-------------------|----------------|---------------------------------------|--|
|                          | <i>Measured by a reduction in disciplinary referrals by 10% at the end of the school year.</i>  |                  |              |   |                         |                   |                |                                       |  |
|                          | 6.1 The district will select and/or develop, implement and maintain character and behavior models - Positive Behavior Intervention (PBIS) System, Rachel's Challenge Program, Solid Roots (DIRECTION: 4.1.1)                |                  |              |   |                         |                   |                |                                       |  |
|                          | 6.2 The curriculum will be implemented at all levels, to foster respect and appropriate decision-making. (DIRECTION 4.1.2)  |                  |              |   |                         |                   |                |                                       |  |
| Obj. #                   | Actions/Implementation  | Needs Assmt      | Special Pops | Person(s) Responsible   | Timeline                | Resources         | Funding Source | Formative Evaluation                  | Documented   |
| 6.1                      | Develop and implement a Pre-K-12 guidance and counseling curriculum program.  | Vision           |              | Campus Counselors, Director of Student Services                                     | August 2013 - June 2014 | Personnel         | A              | Referrals, guidance resources         | Agendas, Meetings  |
| 6.1                      | 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 2013 - June 2014 | PBIS Campus teams | A              | Walk-throughs, Superintendent Updates | EOY Review, DAEP Assignments                                       |
| 6.1                      | Provide Solid ROOTS training to administrators, counselors, Special Ed and General Ed teachers and assessment staff to provide strategies for students who have behavioral difficulties.                                    | PBMAS            | Sp Ed        | Sp Ed Director, Director of Student Services, PBIS District Team, Campus Principals | August 2013 - June 2014 | \$30,000          | A              | PBIS Data, PBMAS, AEIS                | Sign-in Sheets, Evaluation of walkthrough data, discipline reports |
| 6.1                      | Implement Counseling and Support Services grant to provide character and behavior supports to at-risk students.   | Comm, PBMAS, D&A | At Risk      | Director of Student Services  | Fall 2013 - June 2014   | \$120,000         | M              | Grant reports                         | Appointments and meetings with counselors and social workers       |
| 6.2                      | Continue Rachel's Challenge/Matador Pride to promote positive character education.  | Comm             |              | Director of Student Services  | August 2013 - June 2014 | TBD               | A              | "FOR" Club Team Projects              | Report to school board   |
| 6.2                      | Provide a professional library of resources for counselors to utilize for parent workshops and campus staff development. (Appendix B-6)   | Vision           |              | Director of Student Services  | August 2013 - June 2014 | Personnel         | D              | Needs Assessment                      | Library Usage Log  |

| <b>District Priority # 7</b>  | <b>Recruiting, training and retaining outstanding faculty and staff will significantly impact student achievement and will assist in creating a positive work environment. (FINDING: 9.1)</b>   |             |                         |  |                         |                      |                |                                  |  |  |
|---|---|-------------|-------------------------|--|-------------------------|----------------------|----------------|----------------------------------|--|--|
|   | <i>Measured by a retention rate of 85% or better of highly qualified staff and show an increase by 15% of students who meet or exceed the Growth Standard from Index 2.</i>   |             |                         |  |                         |                      |                |                                  |  |  |
|   | 7.1 Implement and evaluate on-going differentiated staff development to ensure teacher needs are being met. (DIRECTION: 9.1.1)  |             |                         |  |                         |                      |                |                                  |  |  |
|   | 7.2 Evaluate teacher effectiveness in the classroom utilizing formative and summative data, including but not limited to, PDAS/ATR, evaluations, walk-through information, student feedback, 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. (Revised BP # 2.3 from 2012-13) |             |                         |  |                         |                      |                |                                  |  |  |
|   | 7.3 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.  |             |                         |  |                         |                      |                |                                  |  |  |
| 7.4 Encourage teachers to pursue core academic masters degrees to qualify as an adjunct professor for the Seguin Early College High School. |   |             |                         |  |                         |                      |                |                                  |  |  |
| Obj. #  | Actions/Implementation  | Needs Assmt | Special Pops            | Person(s) Responsible  | Timeline                | Resources            | Funding Source | Formative Evaluation             | Documented   |  |
| 7.1   | 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 Curr & Inst, Campus Principals | August 2013 - June 2014 | Personnel, time      | A              | State Certification, Local Cert. | Agenda, sign-in sheets, Certification                        |  |
| 7.1   | 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, 2014             | Personnel            | A              | District survey                  | Survey results   |  |
| 7.2   | 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. (Appendix B -4)   | STF         |                         | Asst Supt of HR, Campus Principals   | August 2013 - June 2014 | Personnel, Eduphoria | A              | Teacher Contracts                | Eduphoria walk-through docs, evaluations, intervention plans |  |
| 7.2   | Campus administrators will conduct a minimum of 25 walkthroughs per week.   | STF         |                         | Asst Supt of HR, Asst Supt of Curr & Inst, Campus Principals                     | August 2013 - June 2014 | Personnel, Eduphoria | A              | Teacher Contracts                | Eduphoria walk-through docs, evaluations, intervention plans |  |



|     |  |             |  |  |                         |                      |   |  |  |
|-----|--|-------------|--|--|-------------------------|----------------------|---|--|--|
| 7.2 | Analyze student performance by teacher to show a 20% increase of students who meet or exceed the growth measure.   | STF         |  | Asst Supt of Curr & Inst                             | August 2013 - June 2014 | Personnel, Eduphoria | A | Teacher Contracts                                  | Eduphoria walk-through docs, evaluations, intervention plans |
| 7.3 | 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 2013 - June 2014 | Personnel            | B | SBEC certifications, Teacher applications, resumes | Job fair data, staff records                                 |
| 7.3 | A regional market comparison will be done with surrounding districts to assist the district in offering competitive compensation packages to assist in recruitment and maintenance of a diverse population of highly qualified teachers. | STF         |  | Asst Supt of HR, Staffing specialist, Salary officer | April, 2014             | Personnel            | A | TASB - HR Services Data                            | Regional Market comparisons                                  |
| 7.3 | Consider offering retention incentives to assist in recruitment and maintenance of a diverse population of highly qualified teachers.  | STF         |  | Asst Supt of HR                                      | Fall 2013               | Local funds          | A | TASB - HR Services Data                            | Payroll  |
| 7.4 | Assess the current capacity of teachers who qualify to be an adjunct professor for the Seguin Early College High School through campus surveys and explore incentives for individuals who pursue higher education in their core area.    | STF, Vision |  | Asst Sup of HR and Asst Sup of Curr & Inst           | Fall 2013               | Personnel            | A | ECHS Operation Work Group Reports                  | Survey results   |

| <b>Board Priority #8</b>  | <b>An appreciation for visual and performing arts is necessary to create organized, thoughtful, creative and confident students who understand the importance of teamwork, healthy competition, and good communication, which are crucial skills for student social development and post-graduation success. (FINDING: 8.1)</b> |              |              |                                  |                         |                               |                |                      |   |
|---|---|--------------|--------------|----------------------------------|-------------------------|-------------------------------|----------------|----------------------|---|
|   | <i>Measured by an increase in enrollment in fine arts classes at the secondary level by 10%, and maintenance of 100% enrollment in elementary classes as measured by enrollment in PEIMS snapshot.</i>  |              |              |                                  |                         |                               |                |                      |   |
|   | 8.1 Arts will be taught in all elementary grade levels. (DIRECTION: 8.1.1)  |              |              |                                  |                         |                               |                |                      |   |
|   | 8.2 All middle school students will be required to have at least one semester of fine arts instruction. (DIRECTION: 8.1.2)  |              |              |                                  |                         |                               |                |                      |   |
|   | 8.3 A district-wide performing arts center will be built. (DIRECTION: 8.1.4)  |              |              |                                  |                         |                               |                |                      |   |
|   | 8.4 Quality resources and equipment will be provided for all visual and performing arts classes. (DIRECTION: 8.1.4)   |              |              |                                  |                         |                               |                |                      |   |
|   | 8.5 Technology will be used to enhance visual and performing arts programs. (DIRECTION: 8.1.7)  |              |              |                                  |                         |                               |                |                      |   |
|   | 8.6 Infrastructure will be included to support a multi-media facility. (DIRECTION: 8.1.7)   |              |              |                                  |                         |                               |                |                      |   |
| 8.7 Appropriate facilities will be provided for effective programming including but not limited to: Competitive stage/concert hall, Dance hall, Rehearsal studio, Black box theater, Costume and set shop, Storage, Sound and lighting studio. (DIRECTION: 8.1.8) |   |              |              |                                  |                         |                               |                |                      |   |
| Obj. #  | Actions/Implementation  | Needs Assmt  | Special Pops | Person(s) Responsible            | Timeline                | Resources                     | Funding Source | Formative Evaluation | Documented  |
| 8.1   | Each elementary campus will offer music classes as an elective.   | Vision       |              | Director of Fine Arts, Principal | August 2013 - June 2014 | Personnel                     | A              | Music events         | Master Schedule                                       |
| 8.2   | All 6-8 campuses will offer a variety of fine arts electives to meet the interests of all students.   | Vision       |              | Director of Fine Arts, Principal | August 2013 - June 2014 | Personnel                     | A              | Fine arts events     | Master Schedule                                       |
| 8.3   | Through the 2013 Bond election, the District will pursue the construction of a performing arts center.  | Comm, Vision |              | COO, Bond Committee              | Fall 2013 - 2016        | Pending Bond election results | L              | Construction plans   | Election results, contracts with general constructors |
| 8.4   | Develop district policies for purchasing and maintenance of equipment for both performing groups and fine arts facilities.  | Vision       |              | Director of Fine Arts            | August 2013 - June 2015 | Time                          | A              |                      | Policy  |
| 8.5   | Utilize software programs such as Pyware, Finale, Garage Band, and others to enhance fine arts programs.  | Vision       |              | Director of Fine Arts, Teachers  | August 2013 - June 2014 | Local Budget                  | A              | Lesson plans,        | RPOs  |

|     |  |              |  |                     |                  |                               |   |                    |   |
|-----|--|--------------|--|---------------------|------------------|-------------------------------|---|--------------------|---|
| 8.6 | Through the 2013 Bond election, the District will provide infrastructure to support a multi-media facility.                                | Comm, Vision |  | COO, Bond Committee | Fall 2013 - 2016 | Pending Bond election results | L | Construction plans | Election results, contracts with general constructors |
| 8.7 | Through the 2013 Bond election, the District will provide appropriate facilities for effective programming for visual and performing arts. | Comm, Vision |  | COO, Bond Committee | Fall 2013 - 2016 | Pending Bond election results | L | Construction plans | Election results, contracts with general constructors |

| <b>Board Priority # 9</b> | <b>Resources for learning in the 21st century should be flexible and technology-oriented in order to maximize opportunities for student success in school and future endeavors. (FINDING: 13.1)</b>                                      |              |              |                               |                         |                 |                |  |                        |
|---------------------------|--|--------------|--------------|-------------------------------|-------------------------|-----------------|----------------|--|------------------------|
|                           | <i>Measured by an increase in community partnerships that provide flexible college and career offerings for our students.</i>  |              |              |                               |                         |                 |                |  |                        |
|                           | 9.1 Partnerships with businesses, civic organizations and institutions of higher education will be developed and maintained, to provide resources that support rigorous, relevant, and technology-based instruction. (DIRECTION: 13.1.1) |              |              |                               |                         |                 |                |  |                        |
|                           | 9.2 Solidify community support to provide and sustain modern facilities that are conducive to 21st century. (DIRECTION: 13.1.4)  |              |              |                               |                         |                 |                |  |                        |
| Obj. #                    | Actions/Implementation   | Needs Assmt  | Special Pops | Person(s) Responsible         | Timeline                | Resources       | Funding Source | Formative Evaluation                                     | Documented             |
| 9.1                       | Partner with St. Phillip's College to provide higher educational resources that support rigorous, relevant, and technology-based instruction for the Seguin Early College High School.   | Comm, Vision |              | District Leadership Team      | Fall 2013 - Spring 2014 | Local           | A              | ECHS Steering Committee reports                          | MOU                    |
| 9.2                       | Monitor progress from the 2013 Visioning Action Plan   | Comm         |              | PIO, District Leadership Team | August 2013 - June 2014 | Personnel, Time | A              | Active participation in committees, attendance at events | Report in Board Update |

| <b>Board Priority # 10</b>  | <b>Physical Education and Athletic programs promote the physical, social and emotional health of students and contribute to the overall success of students while in school and beyond. (FINDING: 10.1)</b> |             |              |  |                         |                 |                |                                   |                                       |
|---|---|-------------|--------------|--|-------------------------|-----------------|----------------|-----------------------------------|---------------------------------------|
|   | <i>Measured by a growth in afterschool programs on each campus and a 10% increase in student participation in PE and athletic programs.</i>   |             |              |  |                         |                 |                |                                   |                                       |
|   | 10.1 A comprehensive preK-12 aligned curriculum will be provided to promote the physical, social and emotional health of students. (DIRECTION 10.1.1)   |             |              |  |                         |                 |                |                                   |                                       |
|   | 10.2 Focus will be placed on individual skills and success as well as teamwork skills and success through all activities. (DIRECTION: 10.1.2)   |             |              |  |                         |                 |                |                                   |                                       |
| 10.3 Community-wide support will be developed to provide the resources and facilities necessary for quality PE and athletic programs. |   |             |              |  |                         |                 |                |                                   |                                       |
| Obj. #  | Actions/Implementation  | Needs Assmt | Special Pops | Person(s) Responsible                                | Timeline                | Resources       | Funding Source | Formative Evaluation              | Documented                            |
| 10.1  | Create physical education classes that meet the individual needs of students and are aligned with the TEKS.   | Curr        |              | Physical Education and Outdoor Education Coordinator | August 2013 - June 2013 | Personnel, Time | A              | Class rosters                     | Master Schedule                       |
| 10.2  | Create and maintain budgets to support the equipment and resources needed to create diverse programs within physical education, afterschool clubs/Intramurals and athletics.                                | Curr        |              | Physical Education and Outdoor Education Coordinator | August 2013 - June 2013 | Personnel, Time | A              | Recruitment of students in events | RPOs                                  |
| 10.3  | Create and promote programs for the community that utilize school facilities. (afterschool programs, adult education, healthy living classes, walking trails and playgrounds)                               | Curr        |              | Physical Education and Outdoor Education Coordinator | August 2013 - June 2013 | Personnel, Time | A              | Active participation in events    | Building Use Requests, Program fliers |

| <b>Board Priority #11</b>  | <b>Make fiscally sound decisions that support student achievement and maintain a strong financial position.</b> (Revised from BP #6 2012-13)   |             |              |                         |   |                 |                |                      |                                    |
|--|--|-------------|--------------|-------------------------|---|-----------------|----------------|----------------------|------------------------------------|
|  | <i>Measured by maintaining budget targets and superior ratings on FIRST report.</i>  |             |              |                         |   |                 |                |                      |                                    |
|  | 11.1 Maintain the following balance targets: General Fund unassigned fund balance of three months of operations, Debt Service Fund reserved fund balance of 25% of the annual debt service requirements.               |             |              |                         |   |                 |                |                      |                                    |
|  | 11.2 Maintain a superior rating on Schools Financial Integrity Rating Systems of Texas (FIRST)   |             |              |                         |   |                 |                |                      |                                    |
| 11.3 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. |  |             |              |                         |   |                 |                |                      |                                    |
| Obj. #   | Actions/Implementation   | Needs Assmt | Special Pops | Person(s) Responsible   | Timeline  | Resources       | Funding Source | Formative Evaluation | Documented                         |
| 11.1   | Prepare 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                       |
| 11.1   | 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 |
| 11.1   | 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                       |
| 11.1   | Prepare annual financial statements for audit by independent auditor.  | TEC         |              | CFO, Comptroller        | Annually  | Personnel, Time | A              | Annual Audit         | Annual Audit                       |
| 11.1   | 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                  |

|      |  |        |  |                                    |                         |                 |   |                          |                        |
|------|--|--------|--|------------------------------------|-------------------------|-----------------|---|--------------------------|------------------------|
| 11.1 | Prepare Board resolution to adopt annual tax rate.   | TEC    |  | CFO                                | August                  | Personnel, Time | A |                          | Board Action           |
| 11.1 | Report financial position to the Board of Trustees monthly.  | TEC    |  | CFO, Budget Coordinator            | Monthly                 | Personnel, Time | A | Financial Statements     | Board Information Item |
| 11.2 | 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       |
| 11.3 | Increase the 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>Board Priority #12</b>   | <b>Promote SISD and its Image</b>  |             |              |                               |                         |   |                |  |  |
|---|--|-------------|--------------|-------------------------------|-------------------------|---|----------------|--|--|
|   | <i>Measured by a 10% increase in media coverage and "hits" on website and social media</i>   |             |              |                               |                         |   |                |  |  |
|   | 12.1 Promote Seguin ISD while embracing diversity and celebrating successes of students, staff and District through distribution of newsworthy items and delivery of key messages.   |             |              |                               |                         |   |                |  |  |
|   | 12.2 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. |             |              |                               |                         |   |                |  |  |
| 12.3 Foster business and community partnerships through active participation in community-based opportunities and events. |  |             |              |                               |                         |   |                |  |  |
| Obj. #  | Actions/Implementation   | Needs Assmt | Special Pops | Person(s) Responsible         | Timeline                | Resources                               | Funding Source | Formative Evaluation                                     | Documented   |
| 12.1  | Acknowledge job performance and efforts with district-wide employee appreciation and recognition activities, including teachers, counselors, nurses, veterans, support staff, and retirees.                                    | STF         |              | Asst Supt of HR, PIO          | August 2012, June 2013  | Personnel, District and Campus websites | A              | Media Coverage   | Agenda for District Events                               |
| 12.2  | Enhance the visibility of district achievements on the SISD website and other appropriate social media.  | Comm        |              | PIO, District Leadership Team | August 2013 - June 2014 | Personnel, Time                         | A              | Website, Twitter, Facebook, Pintrest, YouTube            | Include number of followers per semester in Board Report |
| 12.3  | 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 2013 - June 2014 | Personnel, Time                         | A              | Active participation in committees, attendance at events | Report in Weekly Board Report                            |
| 12.3  | Monitor progress of community related items within the 2013 Visioning Action Plan  | Comm        |              | PIO, District Leadership Team | August 2013 - June 2014 | Personnel, Time                         | A              | Updates to Action Plan                                   | Report in Board Update                                   |



District Improvement Plan  
Appendix A

**District Performance Objectives**  
2013-2017

| Index 1: Student Achievement |                |            |                   |                   |                   |                   |                   |
|------------------------------|----------------|------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Grade                        | Subject        | 2012 STAAR | 2013 STAAR Target | 2014 STAAR Target | 2015 STAAR Target | 2016 STAAR Target | 2017 STAAR Target |
| 3                            | Reading        | 71%        | 75%               | 79%               | 83%               | 87%               | 90%               |
| 3                            | Math           | 64%        | 70%               | 75%               | 80%               | 85%               | 90%               |
| 4                            | Reading        | 70%        | 74%               | 78%               | 82%               | 86%               | 90%               |
| 4                            | Math           | 63%        | 70%               | 75%               | 80%               | 85%               | 90%               |
| 4                            | Writing        | 63%        | 70%               | 75%               | 80%               | 85%               | 90%               |
| 5                            | Reading        | 74%        | 78%               | 81%               | 84%               | 87%               | 90%               |
| 5                            | Math           | 70%        | 74%               | 78%               | 82%               | 86%               | 90%               |
| 5                            | Science        | 74%        | 78%               | 81%               | 84%               | 87%               | 90%               |
| 6                            | Reading        | 68%        | 73%               | 78%               | 83%               | 87%               | 90%               |
| 6                            | Math           | 71%        | 75%               | 79%               | 83%               | 87%               | 90%               |
| 7                            | Reading        | 63%        | 70%               | 75%               | 80%               | 85%               | 90%               |
| 7                            | Math           | 61%        | 70%               | 75%               | 80%               | 85%               | 90%               |
| 7                            | Writing        | 58%        | 70%               | 75%               | 80%               | 85%               | 90%               |
| 8                            | Reading        | 68%        | 73%               | 78%               | 83%               | 87%               | 90%               |
| 8                            | Math           | 58%        | 70%               | 75%               | 80%               | 85%               | 90%               |
| 8                            | Science        | 62%        | 70%               | 75%               | 80%               | 85%               | 90%               |
| 8                            | Social Stu     | 40%        | 70%               | 75%               | 80%               | 85%               | 90%               |
| End of Course                | English I - R  | 53%        | 61%               | 69%               | 77%               | 84%               | 90%               |
|                              | English I - W  | 37%        | 48%               | 59%               | 70%               | 81%               | 90%               |
|                              | Algebra I      | 68%        | 73%               | 77%               | 81%               | 86%               | 90%               |
|                              | Biology        | 75%        | 78%               | 81%               | 84%               | 87%               | 90%               |
|                              | W. Geography   | 73%        | 77%               | 80%               | n/a               | n/a               | n/a               |
|                              | English II - R | Not Tested | 80%               | 82%               | 85%               | 88%               | 90%               |
|                              | English II - W | Not Tested | 80%               | 82%               | 85%               | 88%               | 90%               |
|                              | Geometry       | Not Tested | 80%               | 82%               | n/a               | n/a               | n/a               |
|                              | Chemistry      | Not Tested | 80%               | 82%               | n/a               | n/a               | n/a               |
|                              | W. History     | Not Tested | 80%               | 82%               | n/a               | n/a               | n/a               |
|                              | US History     | Not Tested | 75%               | 79%               | 83%               | 87%               | 90%               |
| 10th Gr TAKS                 | ELA            | 82%        |                   |                   |                   |                   |                   |
|                              | Math           | 62%        |                   |                   |                   |                   |                   |
|                              | Science        | 65%        |                   |                   |                   |                   |                   |
|                              | Social Studies | 91%        |                   |                   |                   |                   |                   |
| Exit Level TAKS              | ELA            | 91%        | 98%               |                   |                   |                   |                   |
|                              | Math           | 89%        | 98%               |                   |                   |                   |                   |
|                              | Science        | 95%        | 98%               |                   |                   |                   |                   |
|                              | Social Studies | 99%        | 98%               |                   |                   |                   |                   |

District Improvement Plan  
Appendix A

| Student Performance Standards* |                |              |             |              |             |         |             |
|--------------------------------|----------------|--------------|-------------|--------------|-------------|---------|-------------|
| Grade                          | Subject        | Phase-in 1** |             | Phase-in 2** |             | Final** |             |
|                                |                | %age         | Scale Score | %age         | Scale Score | %age    | Scale Score |
| 3                              | Reading        | 50%          | 1331        | 65%          | 1400        | 75%     | 1468        |
| 3                              | Math           | 59%          | 1392        | 72%          | 1460        | 83%     | 1529        |
| 4                              | Reading        | 55%          | 1422        | 66%          | 1486        | 77%     | 1550        |
| 4                              | Math           | 60%          | 1471        | 73%          | 1535        | 81%     | 1599        |
| 4                              | Writing        | 52%          | 3500        | 61%          | 3750        | 68%     | 4000        |
| 5                              | Reading        | 57%          | 1458        | 67%          | 1520        | 78%     | 1582        |
| 5                              | Math           | 54%          | 1489        | 66%          | 1558        | 78%     | 1627        |
| 5                              | Science        | 59%          | 3500        | 70%          | 3750        | 80%     | 4000        |
| 6                              | Reading        | 56%          | 1504        | 67%          | 1567        | 77%     | 1629        |
| 6                              | Math           | 42%          | 1509        | 58%          | 1584        | 71%     | 1658        |
| 7                              | Reading        | 54%          | 1556        | 66%          | 1615        | 76%     | 1674        |
| 7                              | Math           | 43%          | 1551        | 56%          | 1615        | 67%     | 1678        |
| 7                              | Writing        | 56%          | 3500        | 64%          | 3750        | 72%     | 4000        |
| 8                              | Reading        | 54%          | 1575        | 65%          | 1637        | 75%     | 1700        |
| 8                              | Math           | 39%          | 1583        | 52%          | 1641        | 63%     | 1700        |
| 8                              | Science        | 52%          | 3500        | 63%          | 3750        | 72%     | 4000        |
| 8                              | Social Studies | 50%          | 3500        | 62%          | 3750        | 73%     | 4000        |
| End of Course Exams            | English I - R  | 54%          | 1875        | 61%          | 1950        | 66%     | 2000        |
|                                | English I - W  | 63%          | 1875        | 68%          | 1950        | 71%     | 2000        |
|                                | Algebra I      | 37%          | 3500        | 50%          | 3750        | 63%     | 4000        |
|                                | Biology        | 37%          | 3500        | 48%          | 3750        | 61%     | 4000        |
|                                | W. Geog.       | 46%          |             | n/a          | n/a         | n/a     | n/a         |
|                                | English II - R | 54%          | 1875        | 59%          | 1950        | 63%     | 2000        |
|                                | English II - W | 68%          | 1875        | 73%          | 1950        | 76%     | 2000        |
|                                | Geometry       | 35%          |             | n/a          | n/a         | n/a     | n/a         |
|                                | Chemistry      | 40%          |             | n/a          | n/a         | n/a     | n/a         |
|                                | W. History     | 41%          | 3500        | 53%          | 3750        | 65%     | 4000        |

\*Source - Lead4Ward Resources

\*\*Phase-in Standard 1 in 2012 & 2013; Phase in 2 Standard in 2014 & 2015; Final Standard in 2016 and beyond

Raw Score cut points are likely to vary from year to year and should be used as approximations for cut scores.

**District Performance Objectives  
2013-2017**

| <b>Index 2: Student Progress</b> |                           |                   |                   |                    |                    |                    |                    |
|----------------------------------|---------------------------|-------------------|-------------------|--------------------|--------------------|--------------------|--------------------|
|                                  | <b>Student Population</b> | <b>2012 STAAR</b> | <b>2013 STAAR</b> | <b>2014 Target</b> | <b>2015 Target</b> | <b>2016 Target</b> | <b>2017 Target</b> |
| <b>Reading</b>                   | All Students              | Not Measured      | 5th Percentile    | State Target       | State Target       | State Target       | State Target       |
|                                  | AA                        | Not Measured      | 5th Percentile    | State Target       | State Target       | State Target       | State Target       |
|                                  | Hispanic                  | Not Measured      | 5th Percentile    | State Target       | State Target       | State Target       | State Target       |
|                                  | White                     | Not Measured      | 5th Percentile    | State Target       | State Target       | State Target       | State Target       |
|                                  | ELL                       | Not Measured      | 5th Percentile    | State Target       | State Target       | State Target       | State Target       |
|                                  | Sp Ed                     | Not Measured      | 5th Percentile    | State Target       | State Target       | State Target       | State Target       |
| <b>Math</b>                      | All Students              | Not Measured      | 5th Percentile    | State Target       | State Target       | State Target       | State Target       |
|                                  | AA                        | Not Measured      | 5th Percentile    | State Target       | State Target       | State Target       | State Target       |
|                                  | Hispanic                  | Not Measured      | 5th Percentile    | State Target       | State Target       | State Target       | State Target       |
|                                  | White                     | Not Measured      | 5th Percentile    | State Target       | State Target       | State Target       | State Target       |
|                                  | ELL                       | Not Measured      | 5th Percentile    | State Target       | State Target       | State Target       | State Target       |
|                                  | Sp Ed                     | Not Measured      | 5th Percentile    | State Target       | State Target       | State Target       | State Target       |
| <b>Writing</b>                   | All Students              | Not Measured      | 5th Percentile    | State Target       | State Target       | State Target       | State Target       |
|                                  | AA                        | Not Measured      | 5th Percentile    | State Target       | State Target       | State Target       | State Target       |
|                                  | Hispanic                  | Not Measured      | 5th Percentile    | State Target       | State Target       | State Target       | State Target       |
|                                  | White                     | Not Measured      | 5th Percentile    | State Target       | State Target       | State Target       | State Target       |
|                                  | ELL                       | Not Measured      | 5th Percentile    | State Target       | State Target       | State Target       | State Target       |
|                                  | Sp Ed                     | Not Measured      | 5th Percentile    | State Target       | State Target       | State Target       | State Target       |

Index Notes:

- Index 2 is a variable target and is likely to change each year depending on the state scores.

**District Performance Objectives  
2013-2017**

| <b>Index 3: Closing Performance Gaps</b> |                           |                   |                          |                          |                          |                          |                          |
|--|---------------------------|-------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|  | <b>Student Population</b> | <b>2012 STAAR</b> | <b>2013 STAAR Target</b> | <b>2014 STAAR Target</b> | <b>2015 STAAR Target</b> | <b>2016 STAAR Target</b> | <b>2017 STAAR Target</b> |
| <b>Reading Level II</b>                  | Eco Dis                   | 58%               | 70%                      | 75%                      | 80%                      | 85%                      | 90%                      |
|  | AA                        | 59%               | 70%                      | 75%                      | 80%                      | 85%                      | 90%                      |
|  | Hispanic                  | 62%               | 70%                      | 75%                      | 80%                      | 85%                      | 90%                      |
|  | White                     | 79%               | 82%                      | 84%                      | 86%                      | 88%                      | 90%                      |
| <b>Math Level II</b>                     | Eco Dis                   | 61%               | 70%                      | 75%                      | 80%                      | 85%                      | 90%                      |
|  | AA                        | 59%               | 70%                      | 75%                      | 80%                      | 85%                      | 90%                      |
|  | Hispanic                  | 65%               | 70%                      | 75%                      | 80%                      | 85%                      | 90%                      |
|  | White                     | 79%               | 82%                      | 84%                      | 86%                      | 88%                      | 90%                      |
| <b>Writing Level II</b>                  | Eco Dis                   | 48%               | 70%                      | 75%                      | 80%                      | 85%                      | 90%                      |
|  | AA                        | 49%               | 70%                      | 75%                      | 80%                      | 85%                      | 90%                      |
|  | Hispanic                  | 49%               | 70%                      | 75%                      | 80%                      | 85%                      | 90%                      |
|  | White                     | 64%               | 70%                      | 75%                      | 80%                      | 85%                      | 90%                      |
| <b>Science Level II</b>                  | Eco Dis                   | 63%               | 70%                      | 75%                      | 80%                      | 85%                      | 90%                      |
|  | AA                        | 73%               | 77%                      | 80%                      | 84%                      | 87%                      | 90%                      |
|  | Hispanic                  | 64%               | 70%                      | 75%                      | 80%                      | 85%                      | 90%                      |
|  | White                     | 85%               | 86%                      | 87%                      | 88%                      | 89%                      | 90%                      |
| <b>Social Stu Level II</b>               | Eco Dis                   | 48%               | 70%                      | 75%                      | 80%                      | 85%                      | 90%                      |
|  | AA                        | 62%               | 70%                      | 75%                      | 80%                      | 85%                      | 90%                      |
|  | Hispanic                  | 51%               | 70%                      | 75%                      | 80%                      | 85%                      | 90%                      |
|  | White                     | 59%               | 70%                      | 75%                      | 80%                      | 85%                      | 90%                      |

Index Notes:

- Student groups measured include Economically Disadvantaged and the two lowest performing race/ethnicity groups based on prior year assessment results
- STAAR Level III will be included starting in 2014 and beyond

**District Performance Objectives  
2013-2017**

| <b>Index 4: Post-Secondary Readiness</b> |                           |                   |                          |                          |                          |                          |                          |
|--|---------------------------|-------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|  | <b>Student Population</b> | <b>2012 STAAR</b> | <b>2013 STAAR Target</b> | <b>2014 STAAR Target</b> | <b>2015 STAAR Target</b> | <b>2016 STAAR Target</b> | <b>2017 STAAR Target</b> |
| <b>Eng Rdg Level III</b>                 | All                       | 11%               | 19%                      | 27%                      | 35%                      | 43%                      | 50%                      |
|  | AA                        | 7%                | 16%                      | 25%                      | 34%                      | 43%                      | 50%                      |
|  | Hispanic                  | 8%                | 16%                      | 25%                      | 34%                      | 43%                      | 50%                      |
|  | White                     | 19%               | 26%                      | 32%                      | 38%                      | 44%                      | 50%                      |
|  | ELL                       | 3%                | 10%                      | 20%                      | 30%                      | 40%                      | 50%                      |
|  | Sp Ed                     | 6%                | 15%                      | 24%                      | 33%                      | 42%                      | 50%                      |
| <b>Eng Wrtg Level III</b>                | All                       | 2%                | 10%                      | 20%                      | 30%                      | 40%                      | 50%                      |
|  | AA                        | 2%                | 10%                      | 20%                      | 30%                      | 40%                      | 50%                      |
|  | Hispanic                  | 2%                | 10%                      | 20%                      | 30%                      | 40%                      | 50%                      |
|  | White                     | 5%                | 10%                      | 20%                      | 30%                      | 40%                      | 50%                      |
|  | ELL                       | 0%                | 10%                      | 20%                      | 30%                      | 40%                      | 50%                      |
|  | Sp Ed                     | 0%                | 10%                      | 20%                      | 30%                      | 40%                      | 50%                      |
| <b>Math Level III</b>                    | All                       | 10%               | 18%                      | 26%                      | 34%                      | 42%                      | 50%                      |
|  | AA                        | 5%                | 10%                      | 20%                      | 30%                      | 40%                      | 50%                      |
|  | Hispanic                  | 7%                | 16%                      | 25%                      | 34%                      | 43%                      | 50%                      |
|  | White                     | 17%               | 24%                      | 31%                      | 38%                      | 44%                      | 50%                      |
|  | ELL                       | 5%                | 10%                      | 20%                      | 30%                      | 40%                      | 50%                      |
|  | Sp Ed                     | 4%                | 10%                      | 20%                      | 30%                      | 40%                      | 50%                      |
| <b>Science Level III</b>                 | All                       | 7%                | 16%                      | 25%                      | 34%                      | 43%                      | 50%                      |
|  | AA                        | 2%                | 10%                      | 20%                      | 30%                      | 40%                      | 50%                      |
|  | Hispanic                  | 4%                | 10%                      | 20%                      | 30%                      | 40%                      | 50%                      |
|  | White                     | 12%               | 20%                      | 28%                      | 36%                      | 42%                      | 50%                      |
|  | ELL                       | 1%                | 10%                      | 20%                      | 30%                      | 40%                      | 50%                      |
|  | Sp Ed                     | 3%                | 10%                      | 20%                      | 30%                      | 40%                      | 50%                      |
| <b>Social Stu Level III</b>              | All                       | 6%                | 15%                      | 24%                      | 33%                      | 42%                      | 50%                      |
|  | AA                        | 0%                | 10%                      | 20%                      | 30%                      | 40%                      | 50%                      |
|  | Hispanic                  | 3%                | 10%                      | 20%                      | 30%                      | 40%                      | 50%                      |
|  | White                     | 14%               | 22%                      | 29%                      | 36%                      | 42%                      | 50%                      |
|  | ELL                       | 0%                | 10%                      | 20%                      | 30%                      | 40%                      | 50%                      |
|  | Sp Ed                     | 0%                | 10%                      | 20%                      | 30%                      | 40%                      | 50%                      |

|                          | <b>2011</b> | <b>2012</b> | <b>2013</b> | <b>2014</b> | <b>2015</b> | <b>2016</b> |
|--------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>4-Year Completion</b> | 92.1%       | 93.3%       | 94.5%       | 95.7%       | 96.9%       | 98.0%       |
| <b>Rec/ Adv High</b>     | 84.2%       | 85.4%       | 86.6%       | 87.8%       | 89.0%       | 90.0%       |

Index notes:

- Includes all assessments summed across grade levels
  - Includes 4-Year Graduation Rate
  - Includes students in RHSP/DAP
- Final Level II will be included in 2014

## Seguin Independent School District

### District Performance Objectives

2013-2017

| STAAR Level III Performance Standards |            |          |             |
|---------------------------------------|------------|----------|-------------|
| Gr                                    | Subject    | Standard |             |
|                                       |            | %age     | Scale Score |
| 3                                     | Reading    | 85%      | 1555        |
| 3                                     | Math       | 91%      | 1615        |
| 4                                     | Reading    | 86%      | 1633        |
| 4                                     | Math       | 90%      | 1677        |
| 4                                     | Writing    | 84%      | 4612        |
| 5                                     | Reading    | 87%      | 1667        |
| 5                                     | Math       | 88%      | 1710        |
| 5                                     | Science    | 91%      | 4402        |
| 6                                     | Reading    | 88%      | 1718        |
| 6                                     | Math       | 87%      | 1762        |
| 7                                     | Reading    | 86%      | 1753        |
| 7                                     | Math       | 85%      | 1798        |
| 7                                     | Writing    | 88%      | 4602        |
| 8                                     | Reading    | 85%      | 1783        |
| 8                                     | Math       | 88%      | 1863        |
| 8                                     | Science    | 85%      | 4406        |
| 8                                     | Social Stu | 83%      | 4268        |

| EOC Level III Performance Standards |          |             |
|-------------------------------------|----------|-------------|
| Subject                             | Standard |             |
|                                     | %age     | Scale Score |
| English I - R                       | 84%      | 2304        |
| English I - W                       | 92%      | 2476        |
| Algebra I                           | 78%      | 4333        |
| Biology                             | 83%      | 4576        |
| English II - R                      | 82%      | 2328        |
| English II - W                      | 92%      | 2408        |
| US. History                         | 81%      | 4440        |

## 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.

District Improvement Plan  
Appendix C - Funding Sources

| <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          | 2013 Bond                    |
| M          | Other                        |