

# Seguin Independent School District

## District Improvement Plan

### 2016-2017

**Accountability Rating: Met Standard**



## **Mission Statement**

To provide every child an excellent education in a supportive environment so they achieve their highest potential and become leaders and contributors in the global community through rigorous and relevant learning in partnership with committed staff, parents, and community

## **Vision**

Our vision is a culture of excellence within our schools and community.

## **Value Statement**

***We believe Seguin ISD is at its best when:***

All students are successful

All students are prepared for life after graduation

All schools provide a caring and safe environment

All students and staff feel valued

Parents, staff, and community are committed to student success

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Demographic Summary

At 7,459 students, Seguin ISD is the largest school district in the Guadalupe County covering 365 miles. Seguin ISD is a 5A district serving students in grades PreK through 12. The ethnic breakdown is 69% Hispanic, 24% White, 5% African American and 2% other. Of the 7,459 students, 66.8% students are eligible to receive free or reduced meals; 9.2% receive Special Education services; 7.4% receive BE/ESL services; 5.9% receive GT services; 51.5% are at-risk and 1.1% are migrant.

### Demographics Strengths

#### Demographic Strengths

- District dropout rates are lower than the state and region
- District graduation rates are higher than the state and region; the Special Education graduation rate is higher than the state overall rate
- We have an increase in dual enrollment

### Demographics Needs

## Demographics Needs

- Teacher turnover needs to decrease
- Attendance rate for secondary needs to increase
- Improvement on STAAR scores for sub-pops needs to improve

# Student Achievement

## Student Achievement Summary

The current state accountability system, in place since 2013, it is an index system that measures Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. Accountability ratings of "Met Standard" or "Improvement Required" are assigned to campuses and districts based on the scores earned in each index. Seguin ISD has earned a "Met Standard" rating since 2013, despite increasing standards each year.

Campuses that receive an accountability rating of "Met Standard" are eligible for earning Distinction Designations. Distinction designations for campuses are available in Academic Achievement for Reading/ELA, Mathematics, and Science, and Top 25% Student Progress and/or Closing Performance Gaps, and Postsecondary Readiness. Distinctions for districts are available in Postsecondary Readiness. Barnes Middle School and Weinert Elementary earned distinction in the Top 25% Student Progress.

An additional component of the accountability system is the System Safeguards. The system safeguard report shows performance disaggregated by the seven race/ethnic groups, along with special ed, ELL and Economic Disadvantaged student groups. The purpose of system safeguards is to ensure that substandard performance in one or more areas by one or more student groups is not disguised by higher performance in other areas or by other student groups. The passing target for systems safeguards in 2015 was 60%. The district and 10 campuses missed at least one system safeguard, and have entered in the Texas Academic Intervention System process for developing, implementing, and monitoring a targeted improvement plan.

A 3-year longitudinal summary for each subject and grade is presented below (pending the release of spring 2016 STAAR 3-8 and EOC data). The source of the data is from Pearson summary reports, STAAR Test version only.

Reading	2016	2015	2014
3rd Grade		63	65
4th Grade		59	64
5th Grade		82	82
6th Grade		65	66
7th Grade		66	66
8th Grade		77	83

Math	2016	2015	2014
3rd Grade		59	54
4th Grade		60	58
5th Grade		66	83
6th Grade		64	65
7th Grade		62	63
8th Grade		62	71

Writing	2016	2015	2014
4th Grade		58	65
7th Grade		61	61

Science	2016	2015	2014
5th Grade		65	65
8th Grade		60	64

Social Studies	2016	2015	2014
8th Grade		59	51

End of Course	2016	2015	2014
Algebra I		67	73
Biology		89	81
English I		50	53
English II		53	57
US History		89	91

For a more detailed report with disaggregated data, please see the addendum for a copy of the 2015-16 Texas Academic Performance Report.

### **Student Achievement Strengths**

- Over the past three years, there has been a downward trend in the number of students who require accelerated instruction to meet SSI requirements.
- The Special Education and LEP student populations showed significant gains in Algebra and Biology End of Course exams.
- Final Level II scores are showing gains in Math, Science, and Social Studies.
- The TSI scores are gaining. The number of TSI passers in grades 9 and 10 already meet the number of current 12 grade students. If current trends continue, each class is projected to equal or surpass the previous class in TSI scores.
- Dual Enrollment in grades 9 and 10 is increasing in the Hispanic and Economically Disadvantaged student groups.

### **Student Achievement Needs**

The Phase-In Level II scores are increasing for the first time this year since the introduction of the STAAR test. While the district shows slight gains in certain grades and subject areas, there is still a need to improve the overall performance in Reading, Math, and Writing.

The System Safeguards report shows that the Special education and LEP subpopulations continue to need interventions in order to improve. All but two campuses in the district are required to enter the Texas Assessment Improvement System (TAIS) for improvement due to missing system safeguards.



The System Safeguards report shows that Writing continues to be lower than the state average.

An analysis of the scores and participation of Advanced Placement, SAT and ACT show that Seguin ISD is lower than the state.

## District Culture and Climate

### District Culture and Climate Summary

The District maintains a safe and secure environment for all individuals and promotes a positive and successful learning environment. To support this effort, the District regularly conducts cooperative Safe & Civil School Committee meetings with local resources and campus administrators, has implemented No Place For Hate district-wide, continues effective implementation of Positive Behavior Intervention Supports (PBIS) and RtI strategies on all campuses.

### District Culture and Climate Strengths

- Annual PBIS and classroom management training for all new teachers in addition to offered behavior training for existing teachers to provide consistent implementation of PBIS (Tier 1) and Bridges (Tier 2) across the district.
- District and campus administrators are provided annual and recurring training on RtI strategies and procedures.
- Increased coordination with local law enforcement, emergency management and mental health services as evidenced by regularly attended meetings and developed plans for middle school security improvements, recommendation for Communities in Schools counselor and improvement to the District Emergency Operations Plan.
- District-wide recognition by the Anti-Defamation League for No Place For Hate, an anti-bullying platform.
- Annual Community and Student Engagement Survey conducted for parents and community members on the topics of \_\_\_\_\_.
- \_\_\_\_ % of those completing the survey indicated
- Annually conducted Benchmarks of Quality surveys completed by all campuses through Region 13 with results showing consistently strong implementation of Tier 1 PBIS in elementary schools.
- Climate Survey was conducted for the staff.
- Use of Parent Liaisons to educate parents and encourage positive involvement at campuses to include volunteering and mentoring opportunities.

### District Culture and Climate Needs

- Maintaining fidelity of Tier 1 PBIS and Tier 2 Bridges implementation is every classroom for behavior management.
- Consistent review of discipline data to identify trends and reduce suspensions and discipline alternative school placements, particularly for sub populations and special education students.
- Implementation of a student climate survey.
- Expand mentoring programming with interested local resources.
- Increase support for social emotional growth and restorative justice principles.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

The committee has reviewed the district retention report and discussed currently employee salary information.

The committee feels it is important for teachers to:

- be in a safe, supportive environment
- be paid a competitive salary
- be provided targeted staff development

### **Staff Quality, Recruitment, and Retention Strengths**

The district is currently providing opportunities for teachers and staff for growth

- trialblazers
- aspiring administrators
- aspiring trail blazers

### **Staff Quality, Recruitment, and Retention Needs**

Increase teacher/employee retention (remain under 20% turnover)

- positive work environment
- target training
- district retention report

Increase competitive benefit program with regional area market

- trailblazer stipends/extra days
- teacher pay (target years of experience 10-20)
- possible incentive pay for high performing teachers/administrators
- possible retention pay for returning staff

Maintain/Create a positive teaching environment through climate and targeted staff development for all areas

- Conduct independent climate survey & analyze results with administrators
- Data analysis for targeted staff development

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Seguin ISD utilizes the curriculum documents that are part of the TEKS Resource System including the Year-at-a-Glance (YAG), Vertical Alignment Document (VAD), and Instructional Focus Documents (IFDs). Additional curriculum documents, called Pacing Guides in grades K-5 and Unit-at-a-Glances (UAGs) in grades 6-12, have been created by district teams to provide further information on pacing and instructional resources aligned to specific learning objectives. The Seguin ISD Planning Protocol serves as a backward planning model, based on how students will be assessed, that reinforces the use of both TEKS Resource System and district curriculum documents to plan instruction for all learners. Additional resources for targeted interventions, particularly in Math and Reading, have been identified and are available on the Teacher Resources page of the Response to Intervention (RtI) website. Master schedules at all campuses allow time for targeted interventions during the school day. Additionally, secondary campuses are utilizing accelerated instruction courses with curriculum that supports struggling learners, including the Strategic Instruction Model (SIM) Learning Strategies for accelerated reading, to create a multi-tiered system of support.

Instructional delivery is guided by the district lesson plan template and includes a place for teachers to document daily adjustments for differentiated instruction. The lesson plan template also incorporates instructional techniques that have been district initiatives this year, including Fundamental Five, small group instruction, and the Common Instructional Framework. Lead4Ward Resources, including the TEKS Snapshots, are used to further guide instruction.

District assessments, including Benchmarks and Curriculum-Based Assessments (CBAs) are created using released STAAR or STAAR-like questions that align to both the written and taught curriculum. Assessment results are disaggregated and analyzed using various reports and views in Eduphoria Aware, including the Lead4Ward suite of reports, and the data is subsequently used to adjust instruction and intervention practices. Data analysis processes are utilized at both the campus and district levels through a professional learning community (PLC) format.

### **Curriculum, Instruction, and Assessment Strengths**

#### **CURRICULUM**

- Seguin ISD utilizes the TEKS Resource System curriculum resources, including Year-at-a-Glance (YAG) and Instructional Focus Documents (IFDs), in foundation content areas.
- The Seguin ISD Planning Protocol, based on a backward design planning model, reinforces the use TEKS Resource System curriculum resources
- District-developed Unit-at-a-Glances (UAGs) and Pacing Guides provide further curriculum support for teachers in core content areas
- Implementation of Dyslexia Program
- Implementation of the Strategic Instructional Model for Reading Intervention at the secondary schools

#### **INSTRUCTION**

- 
- Instructional delivery part of the district lesson planning document, for both elementary and secondary
  - Data analysis at campuses and district level are used to reflect and gather support for student achievement and to make instructional decisions
  - Instructional focus for the year is the Fundamental Five, which focuses on five areas of best-practice instruction
  - The PLC model was implemented to improve instructional practices
  - Developed district grading guidelines for the current school year
  - Elementary campuses continue to focus on small group instruction
  - Secondary campuses continue to focus on the Common Instructional Framework (CIF)

## **ASSESSMENT**

- District Benchmark and Curriculum Based Assessments (CBAs) - using released STAAR or STAAR-like test questions – were administered in all tested grade levels to monitor student achievement
- Checkpoints were also used to monitor performance within a shorter time frame (3 weeks)
- A district assessment calendar was created to include Benchmark and Curriculum-Based Assessments and screening windows for Math and Reading universal screeners
- Assessments were scanned into a data system and results were disaggregated and analyzed to make decisions regarding instruction and intervention needs

## **Curriculum, Instruction, and Assessment Needs**

### **CURRICULUM**

- Develop Seguin ISD Curriculum Management Plan
- Enrichment classes are not included in the TEKS Resource System
- There is a need for more directed work during planning time, including using the Seguin ISD Planning Protocol with fidelity
- Pacing guides for non-tested subjects in elementary grade levels need to be developed
- There is a need for vertical and horizontal alignment of curriculum resources district-wide
- There is a need for Social-Emotional Learning (SEL) curriculum

### **INSTRUCTION**

- An instructional resources inventory is currently being developed for all secondary courses being offered at the middle and high schools
- A similar inventory for elementary courses needs to be developed
- Develop consistent lesson plan format for all K-12 classes, foundation and enrichment
- Reinforce crosswalk between Common Instructional Framework (CIF) and Fundamental Five
- Reinforce PLC model to improve consistency across the district

- Pacing guide for each grade level and content area
  - Not a pacing calendar

## **ASSESSMENT**

- Develop Seguin ISD Assessment Plan, to include purpose and results, data analysis processes for different types of assessments
- Review district assessment calendar for frequency of assessment to avoid over-testing students

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Part-time parent liaisons support campuses to increase the amount of parents participating in meaningful activities that support student learning.

Parents and community members are part of the DEIC, and therefore have opportunities to be involved in district decisions.

Furthermore, the community has strong ties with the school district. A multitude of events throughout the year support families and community involvement within the community.

The District will conduct a comprehensive HB 5/Title I Parent and Community Involvement survey at the end of the spring semester, in order to gather data on parent and family perceptions of school services, participation in school events and engagement in school/community activities.

### **Family and Community Involvement Strengths**

- There is great support of Seguin ISD from local businesses and organizations.
- Materials sent home are in both Spanish and English in order to effectively communicate with the Spanish-speaking citizens as well as translation on district website.
- All campuses host family events throughout the school year (i.e. literacy/math nights, science fairs, state assessment info sessions, etc.).

### **Family and Community Involvement Needs**

- Increase the number of parents participating in school events
- Provide more translation services for parents who participate in school activities (i.e. print, electronic material & audio-visual equipment)
- Connect with community resources in order to provide wider access to locations for school/community events (ie. library, outdoor learning center, GVEC, SYLS and TLU)
- Continue to partner with city organizations to assist parents in transportation and childcare services, in order to facilitate their attendance at school functions



## **District Context and Organization**

### **District Context and Organization Summary**

The Board of Trustees approved district goals centered on 5 areas: Student Achievement, a Safe Nurturing Environment, Family Involvement and Community Engagement, Operational Effectiveness and Efficiency, and Human Resources. In addition, the district outlined expectations for district level (District Educational Improvement Council) and campus level (Campus Performance Objective Committee) improvement committees to meet on a regular basis to develop and review progress. All campuses incorporate the Board Goals into their respective Campus Improvement Plans. Both the district (District Leadership Committee) and campuses (Campus Leadership Committee) conducted Texas Accountability Intervention System (TAIS) continuous improvement meetings to develop and review their Targeted Improvement plans.

The district has also initiated a focus on the Master Schedule process. Master Schedule Framework and development emphasize: instruction, Special Education Co-Teach alignment, common planning for SPED and Core teachers, designated Response to Intervention times and programs, PLC time, Dyslexia services, English Language Learners support, Gifted and talent services, and college and career opportunities. The early College High School delineated pathways aligned to the House Bill 5 Endorsement requirements. To build instructional capacity, the district places a strong emphasis on the development of teacher leadership and PLCs, including: the Trailblazer Instructional Leadership positions, Instructional Coaches, and academies to build principal instructional leadership.

Data sources are identified and progress communicated through scheduled TAIS meetings. A Year in Review will be conducted to analyze and discuss findings, identify root causes, and develop SMART goals for the 2016-2017 school year.

### **District Context and Organization Strengths**

- PLCs are built into the Master Schedule emphasizing the adopted Common Instructional Framework and Fundamental 5 instructional model
- Framework for Student Success is establishing an effective teacher in every classroom, and effective principal at every campus, rigorous and relevant instruction, and data-based Accountability

### **District Context and Organization Needs**

- Creation of a leadership development program designed to identify, prepare, and invest in promising leaders in the district including professional development for counselors, master scheduling team, leadership initiatives.
- Increased community and business partnerships
- Curriculum development in specials areas, and other non-core areas

· There is a need for strategic planning to delineate structures for campus support and clear guidelines for Special Education and English Language Learners

# Technology

## Technology Summary

Technology is a resource, the use of which is driven by the curriculum, instruction, and assessment. Technology is used to plan, deliver, monitor progress, perform administrative tasks, provide access to information /learning tools, create and more. Current technology consists of teacher computers in every classroom, 4 student computers in core classrooms, 5 iPads in core classrooms, campus and library labs, office desktops, laptop carts (minimum of 1 per campus), some iPad/carts, ENO boards in some classrooms, wireless access, digital projectors, document cameras, calculators, multimedia tools (cameras, video cameras), ereaders, robotics, printers, 3D printers. The network provides good speed and reliability. Professional development is widely available to meet the diverse needs of teachers, and the STaR Chart shows the level of proficiency for staff and students ranging from Advanced to the Target level of implementation.

## Technology Strengths

- The district has a willingness to explore and implement new ideas/programs using technology
- The level/quality of technical support is strong
- There are a variety of types and topics of professional development offerings to meet the needs of teachers and staff.
- There is enthusiasm and willingness of teachers to try new things
- There is an emphasis on creating with digital tools
- There is technology in classrooms for student use in PK-8 classrooms and shared use of labs and carts in grades 9-12.
- Campus administrators are proponents for technology use in the classrooms
- Every campuses have a Library Media Specialist to support literacy and digital literacy

## Technology Needs

- More student devices for the high school classrooms
- Shorter technology replacement cycle
- Grow robotics programs on secondary campuses
- Provide training on digital learning for instructional coaches
- Increase in high order digital skills in Technology Apps courses Match online resources to specific TEKS needs
- Create opportunities for more student engagement in S.T.E.A.M. activities through Maker Space type environments

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- PBMAS data
- Community and student engagement rating data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

- Violence and/or violence prevention records
- Class size averages by grade and subject

### **Employee Data**

- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Other additional data

# Goals












**Goal 1: STUDENT ACHIEVEMENT: Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates technology to foster student success in college and/or careers.**

**Performance Objective 1: COLLEGE READINESS:** 1.) Increase the percent of students who are college ready in English Language Arts (ELAR) to 50% for Class of 2017; 2.) Increase the percent of students who are college ready in Math to 45% for the Class of 2017; 3.) Increase the percent of dual credit enrollment from the 2015-2016 to 45% in 2016-2017; 4.) Increase the SAT/ACT test scores at or Above Criterion to 35%; 5.) Increase the number of seniors who have met TSI standards (TSI/SAT/ACT) to 50%.

**Evaluation Data Source(s) 1:** Texas Accountability Performance Report (TAPR)

## Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>1) Continue to build partnerships with Alamo Colleges-St. Philip's College and Texas Lutheran University to increase post-secondary opportunities for SISD students.</p>		Director of Early College High School	Dual Credit Hours earned by SHS students. Early College High School Memorandum of Understanding between Alamo Community College District and Seguin Independent School District.				
Funding Sources: 199-General Fund - \$0.00							
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Provide Texas Success Initiative (TSI) assessment opportunities to grades 8-12 students throughout the school year, on Saturdays, and during ECHS Summer Bridge to increase the number of students who are college ready, which will increase the enrollment in dual credit (DC) classes.</p>		Director of Early College High School	Trained TSI Proctors, Number of TSIs administered, Number of students enrolled in dual credit courses.				
Funding Sources: 199 PIC 31 HS Almt - \$10,000.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>3) Enhance recruitment efforts for Seguin ECHS: increase communication to parents and community members, to include information regarding the ECHS pathways, post-secondary opportunities, course offerings, TSI testing, and trips to partnering higher education institutions.</p>		Director of Early College High School	2016-2017 Timeline of Recruitment Events to include field trips to St. Philip's College. TSI Testing Data Reports, Parent Information Meeting Sessions, ECHS Website				






<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) Provide college readiness skills such as note-taking strategies, studying skills, academic tutoring, etc., through the Advancement Via Individual Determination (AVID) program in grades 7-11.</p>	<p>AVID District Director, Director of Early College High School</p>	<p>Data reports required by AVID available and submitted by deadline, BOB, Tutorology Schedule at the middle and high school campuses, STAAR and EOC scores, Dual Credits earned by AVID high school students.</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>5) Provide a week-long Summer Bridge Program to support and enhance college readiness skills for incoming early college high school students.</p>	<p>Director of Early College High School</p>	<p>Texas Success Initiative Assessment Data that compares May 2017 baseline data to July 2017 retest data for summer bridge students.</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>6) Align SHS CTE course sequences to workforce certificate programs at St. Philip's College and other Alamo Colleges providing students on the Career Ready pathway access to certificate programs through ECHS or a seamless transition to post-secondary career training after graduation.</p>	<p>CTE Director, Director of Early College High School</p>	<p>Course sequences reflecting both high school and college courses/credits; articulation agreements for awarding credit; professional development calendar for high school staff integrating WECM Learning Outcomes with TEKS</p>				
<p align="center">  = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue </p>						

**Goal 1: STUDENT ACHIEVEMENT:** Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates technology to foster student success in college and/or careers.

**Performance Objective 2: HIGH SCHOOL GRADUATION RATES:** Increase High School State and Federal Graduation Rates by providing support systems and monitoring individual students within cohort groups regarding enrollment status, attendance, academic achievement, and credit accrual progression and connecting students with the appropriate graduation plan and instructional support. 1. Increase the state graduation rate from 94% (class of 2015) to 95% (class of 2016). 2. Increase the federal graduation rate from 91.9% (class of 2015) to 93% (class of 2016).

**Evaluation Data Source(s) 2:** Texas Accountability Performance Report (TAPR)

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 2</p> <p>1) Continue to utilize a student data dashboard that quickly and accurately delivers a snapshot view to staff monitoring students toward graduation.</p>		Associate Supt. for Instructional Technology	Dashboard report template; Usage statistics; Accuracy audit report				
<p>2) Provide professional development on intervention strategies that work with secondary students to regain and maintain "on-track" status.</p>	4, 9	Executive Director Student Services	Students regaining on-track status toward graduation; credit accrual for target populations;				
<p><b>Critical Success Factors</b> CSF 4</p> <p>3) Investigate options for project-based and online learning for students that circumvent obstacles for some students in the traditional instructional setting.</p>	9	Chief Academic Officer/School Improvement	Options developed; students enrolled in innovative instructional sequences.				
<p style="text-align: center;">  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							



**Goal 1: STUDENT ACHIEVEMENT:** Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates technology to foster student success in college and/or careers.

**Performance Objective 3: CORE INSTRUCTION:** Provide rigorous and relevant instruction in reading, mathematics, science, and social studies to increase student performance so that Seguin ISD, including all subgroups, is at or above state average.

**Evaluation Data Source(s) 3:** State Accountability Measures, local checkpoint data, benchmarks, diagnostic assessments.

**Summative Evaluation 3:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Continue to utilize TEKS Resource System document (YAG, IFD, TVD, VAD) to provide standards-based instruction in all core classrooms</p>	1	Chief Academic Officer/School Improvement	Assessment Data				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>2) Utilize Seguin ISD Backwards-design Planning Protocol Process during daily common planning time led by Instructional Coaches/TrailBlazers.</p>	1	Chief Academic Officer/School Improvement	Assessment Data				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) Teachers disaggregate common assessment data with Instructional Coaches and/or TrailBlazers to determine areas of highest need and plan for intervention.</p>		Chief Academic Officer/School Improvement	Assessment Data				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>4) Implement district-wide benchmark, checkpoints, and CBAs with follow-up data analysis.</p>		Chief Academic Officer/School Improvement	Assessment Data				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>5) Continue to utilize the Seguin ISD 5E Model Lesson Plan and align it to the Common Instructional Framework and Fundamental Five to provide a consistent instructional plan for all teachers.</p>		Chief Academic Officer/School Improvement	Lesson plans, Assessment Data				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>6) Monitor the implementation of Tier 1 High-Yield Instructional Strategies Model, to provide consistent, rigorous, high-quality instruction.</p>		Chief Academic Officer/School Improvement, Campus Principals	Tier 1 High-Yield Instructional Strategies Model, Classroom Observation Forms				
<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>7) Instructional Coaches and TrailBlazers will provide job-embedded professional development for K-12 teachers through common planning, co-teaching, model lessons, and PLCs.</p>		Chief Academic Officer/School Improvement, Campus Principals	Lesson Plans, Assessment Data				
Funding Sources: 255 Title II - \$90,000.00							
<p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>8) Continue to provide professional development to K-12 science teachers on STEMscopes (science instructional materials) and ongoing training and support as needed per campus.</p>		Science Coordinator	Lesson plans				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>9) Continue to provide science support from the district coordinator by mentoring programs, providing and building instructional capacity, and the quality of instructional alignment.</p>		Chief Academic Officer/School Improvement	Lesson plans, unit assessment data, and teacher observation forms				
Funding Sources: 255 Title II - \$0.00							
<p>10) District science coordinator attends Leadership Network meetings at Region XIII to gain information of science updates and professional development.</p>		Chief Academic Officer/School Improvement.	Professional Development				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>11) Continue a science curriculum-writing project for grades K-12 to make adjustments to the YAG and develop pacing calendars and UAGs.</p>		Chief Academic Officer/School Improvement					
<p>12) Continue to provide Science Fair as an extension opportunity for students to build a rigorous science foundation.</p>		Chief Academic Officer/School Improvement	Science Fair				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>13) Provide on-going professional development in the area of balanced literacy (including Guided Reading) and differentiated instruction to support consistent instructional practices in ELAR classrooms.</p>		Chief Academic Officer/School Improvement	Universal Screener data Running Records				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>14) Integrate Professional Learning Communities that are data-driven and will steer effective instructional practices to support deficits across sub-groups.</p>		Chief Academic Officer/School Improvement	PLC agendas and sign-in sheets				
<p>15) Employ 7 FTEs to provide dyslexia and reading intervention support at elementary campuses</p>		Chief Academic Officer/School Improvement	Universal Screener data				
Funding Sources: 199-General Fund - \$190,000.00, 211 Title I A - \$190,000.00							
<p>16) Utilize the Dyslexia Intervention Program (DIP) for identified students in grades 2-12</p>		Chief Academic Officer/School Improvement	Increase in literacy scores measured by Universal Screener				
<p>17) Utilize GORT, CTOPP, and Woodcock Reading Mastery tests to assess students for dyslexic tendencies.</p>		Chief Academic Officer/School Improvement	Quarterly district reports recording number of students tested and number of students qualified.				
<p>18) Elementary Coordinator will attend professional development and meetings at Region XIII and CREST Conferences for Literacy Updates.</p>		Chief Academic Officer/School Improvement	Increased use of the Online TRS				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>19) Continue use of math and reading Universal Screeners for PreK-8 students</p>		Chief Academic Officer/School Improvement	Universal screener data				
<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>20) Utilize TEKSING Towards STAAR, Think Through Math, and IStation as additional resources to support math instruction in grades K-8.</p>		Chief Academic Officer/School Improvement	Assessment data				
<p align="center"><b>State System Safeguard Strategy</b></p> <p>21) Provide a class size reduction teacher at the high school to support math instruction.</p>		Director of Federal Programs	System Safeguard data Master schedule				
Funding Sources: 255 Title II - \$60,000.00							
<p>22) Coordinate 8th grade US History Citizenship Day to include presentations from members of the Seguin community at both middle school campuses.</p>		Chief Academic Officer/School Improvement	Presenters and sign-in sheets.				
<p align="center">  = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							








**Goal 1: STUDENT ACHIEVEMENT:** Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates technology to foster student success in college and/or careers.

**Performance Objective 4: WRITING:** Implement and monitor an aligned and integrated PK - 8 writing process to increase all student performance for all student groups by 10 percentage points: The All student group from 60% to 66%; the African American group from 66% to 73%; the Hispanic group from 56% to 62%; the White group from 73% to 80%; the Eco Dis group from 53% to 59%, the Special Ed group from 26% to 29%, and the ELL group from 37% to 41%.

**Evaluation Data Source(s) 4:** State Accountability Measures Grades 4, 7, and ELA I, II, Curriculum Unit Assessments K-12, Report Card Grades, District Benchmarks, Diagnostic Assessments

**Summative Evaluation 4:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) To review the scores of ELL and SPED at the campus and district levels at the end of each grading period and adjust instruction and intervention as needed to help students meet writing expectations</p>	3, 8	Campus Principals, Instructional Coaches, Chief Academic Officer/School Improvement	Student records in Eduphoria				
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1</p> <p>2) Explore a 6th through 12th grade writing framework to support aligned development in writing instruction. (TIP)</p>	9	Chief Academic Officer/School Improvement, Instructional Coordinators.	Chose a framework for writing instruction that will be implemented at each grade level.				
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) Implementation of Writer's Workshop through the district resource of Lucy Calkin's Units of Study for Pk through 5th grade as writing framework to support aligned development in writing instruction. (TIP)</p>		Chief Academic Officer/School Improvement	Increase in 4th & 7th grade writing scores across the district				

<p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 2</p> <p>4) Utilize checkpoint data and benchmark results to determine levels of mastery, target interventions for individual students, and determine professional development needs for teachers.</p>		<p>Chief Academic Officer/School Improvement, Campus Principals</p>	<p>Checkpoint data, Benchmark data, STAAR Assessment results</p>				
<p align="center">  = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							














**Goal 1: STUDENT ACHIEVEMENT:** Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates technology to foster student success in college and/or careers.

**Performance Objective 5: FINE ARTS:** Provide a rich, articulated curriculum that meets all the requirements of the Fine Art TEKS Pre-K through 12 in order for all students to gain knowledge, appreciation and attain mastery of the various areas within the Fine Arts.

**Evaluation Data Source(s) 5:** Student participation rates by program, student participation in Fine Arts shows and competition at District, City, State, and National levels including University Interscholastic League activities, grade reports for student performance by subject, and Fine Arts Scholarships.

**Summative Evaluation 5:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7  1) Incorporate digital art lessons into the K-5 Tech Apps class		Director of Fine Arts, Assistant Superintendent of Technology, Director of Digital Learning, Instructional Technologists	Student projects, lesson plans, Tech Fair/school art show/				
	Funding Sources: 199-General Fund - \$0.00						
<b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6  2) Each elementary campus will offer music classes as an elective. Staffing will include certified music teachers.		Elementary Principals, Director of Fine Arts	Master Schedule, teacher certification, lesson plans				
	Funding Sources: 199-General Fund - \$0.00						
<b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6  3) All secondary campuses will offer a variety of fine arts electives to meet the interest of all students. Staffing will include fine arts certified teachers.		Chief Academic Officer/School Improvement, Campus Principals, Director of Fine Arts	Master Schedule, teacher certification, student participation rate by elective				
	Funding Sources: 199-General Fund - \$0.00						












<p><b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7</p> <p>4) Provide on-going professional development to Fine Arts teachers on instructional materials and best practices for all fine arts genres.</p>	<p>Chief Academic Officer/School Improvement, Director of Fine Arts</p>	<p>Lesson Plans, professional development attendance certificates, student participation in shows, performances, and/or competitions</p>				
<p>Funding Sources: 199-General Fund - \$2,450.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6 CSF 7</p> <p>5) Director of Fine Arts will provide job-embedded professional development for 6-12 teachers through observations, common planning, co-teaching, and model lessons.</p>	<p>Director of Fine Arts, Fine Arts faculty</p>	<p>Director of Fine Arts observation schedule, observation documents, teacher in-service records, meeting agendas, lesson plans</p>				
<p><b>Critical Success Factors</b> CSF 4 CSF 5 CSF 6</p> <p>6) Offer Fine Arts participation opportunities outside of the regular school day.</p>	<p>Director of Fine Arts, Fine Arts Faculty</p>	<p>Activity list, attendance records, Shows/performances of groups</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6 CSF 7</p> <p>7) Recruit guest artists, clinicians, and/or consultants for school day activities.</p>	<p>Director of Fine Arts, Fine Arts Faculty</p>	<p>Lesson Plans, consultant contracts, student participation in shows, performances, and/or competitions.</p>				
<p>Funding Sources: 199-General Fund - \$20,000.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>8) Develop partnerships with community organizations to foster participation in educational opportunities and activities in fine arts in all grade levels</p>	<p>Chief Academic Officer/School Improvement, Director of Fine Arts</p>	<p>List of activities with partnerships: Teatro De Juan Seguin, TLU Music Department, Texas Theater, McNay Art Museum, Mid-Texas Symphony, Seguin Art League, Heritage Museum</p>				
<p><b>Critical Success Factors</b> CSF 5</p> <p>9) Utilize a fine arts web page and calendar of events outlining all district fine arts events, to focus all grade levels on fine arts opportunities in the district.</p>	<p>Webmaster/District Technologist, Director of Fine Arts</p>	<p>Published web page, published calendar</p>				
<p>  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						

**Goal 1: STUDENT ACHIEVEMENT:** Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates technology to foster student success in college and/or careers.

**Performance Objective 6: PHYSICAL EDUCATION:** Provide a comprehensive PE program that meets all the requirements of the Physical Education TEKS Pre-K through 12 in order for all students to gain knowledge, skills, appreciation of physical fitness, good nutrition, and healthy eating.

**Evaluation Data Source(s) 6:** Student participation reports, Fitness Gram assessment reports, and grade reports for student performance.

**Summative Evaluation 6:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>1) Continue to explore offering various physical education classes that meet the individual needs of students and are aligned with the TEKS</p>		PE/Outdoor Education Coordinator	Course Selection Guide Master Schedule				
Funding Sources: 199-General Fund - \$0.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6 CSF 7</p> <p>2) Create and maintain budgets to support the equipment and resources needed to create diverse programs within physical education, afterschool clubs/intramurals &amp; athletics</p>	3, 5	PE/Outdoor Coordinator	District wide Physical Education Budget Program participation				
Funding Sources: 199-General Fund - \$2,500.00							
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>3) Create and maintain budgets to support professional development for physical education and outdoor education teachers</p>	3, 4, 5, 9	PE/Outdoor Coordinator	District wide Physical Education Budget Program participation				
Funding Sources: 199-General Fund - \$0.00							
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							













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**Performance Objective 7: HEALTH AND WELLNESS:** Provide a Health and Wellness program that enhances the health and well-being of all students while promoting good health throughout their lifespan.

**Evaluation Data Source(s) 7:** Fitness Gram assessment reports. Body Mass Index reports, Juvenile Diabetes reports, participation rates for health and wellness activities and events.

**Summative Evaluation 7:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Continue to promote programs for the community that utilize school facilities. (After school programs, adult education, healthy living classes, walking trails and playgrounds)</p>	6	PE/Outdoor Ed Coordinator	Community partnerships Program participation				
Funding Sources: 199-General Fund - \$0.00							
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) Create and maintain a staff fitness center and/or staff fitness programming</p>	5	PE/Outdoor Ed Coordinator	Fitness facility/equipment, Wellness programming				
Funding Sources: 199-General Fund - \$0.00							
<p>  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Goal 1: STUDENT ACHIEVEMENT:** Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates technology to foster student success in college and/or careers.

**Performance Objective 8: SPECIAL EDUCATION:** The district will provide each student with an individualized education program designed to meet the student's specific needs as an exceptional learner in accordance with the IDEA provided within the least restrictive environment. 1) To have students in special education meet 100% of the system safeguards 2) To decrease the number of special education discipline referrals to In-School Suspension and Out-of School Suspension. 3) To maintain structures for ensuring 100% program compliance on State Performance Plan Indicators. 4) To increase the participation of students with disabilities in the Least Restrictive Environment that promotes a full continuum of service options and inclusion practices.

**Evaluation Data Source(s) 8:** STAAR/EOC Data, 2015 PBMAS report, ARD Documentation, Eduphoria! AWARE Data, District Discipline data, State Performance Plan Indicator report

**Summative Evaluation 8:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>1) Establish quality standards and expectations for teachers who implement a co-teach model and inclusion support practices. Provide training to staff on models and expectations, and provide on-going support for program implementation.</p>	4	Campus Administrators, Special Education Director, Special Education Supervisors	Certificate of Completion, Sign-In Sheets, Walk-through Data				
Funding Sources: 199 PIC 23 SpEd - \$3,000.00							
<p><b>Critical Success Factors</b> CSF 4 CSF 7</p> <p>2) Develop a system to monitor discretionary placements of students with disabilities in ISS, OSS, and DAEP. Evaluate systems in place to address behavior of students with disabilities as an instructional, rather than disciplinary, issue.</p>		Campus Administrators, Director of Special Education, Executive Director of Student Services	Weekly Sign-in sheets, meeting notes, Solid ROOTS documentation, Walk-through data, training logs/sign-in sheets, discipline logs				
Funding Sources: 199 PIC 23 SpEd - \$5,000.00							
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1</p> <p>3) Continue to create, implement, and monitor an Intensive Plan of Instruction (IPI) for each special education student not passing state assessments.</p>	9	Director of Special Education, Campus Principals & Assistant Principals	ARDC documentation & deliberations, IPI plans, principal attestation documents				

<p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Analyze the results of the study of special education staff schedules. Make staff adjustments, as needed, to maximize the use of special education staff at each campus.</p>		<p>Campus Principals &amp; Assistant Principals, Director of Special Education</p>	<p>Master Schedule Student rosters</p>				
<p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>5) Evaluate the current staffing patterns for campuses with special programs and determine if there is adequate coverage to meet the needs of students with significant disabilities.</p>		<p>Assistant Superintendent of Administrative Services, Director of Special Education, Campus Principals</p>	<p>Staffing charts for district and individual campus, teacher/student ratios, student achievement data</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>6) Analyze the instructional planning process at each campus and develop a plan to increase collaboration and participation of special education, BE/ESL, and CTE teachers.</p>		<p>Campus administrators, Director of Special Education, Coordinator of Bilingual/ESL, Director of Career &amp; Technology</p>	<p>PLC meeting notes, walk-through documentation, planning protocol documentation</p>				
<p>7) Develop a system to monitor IEP process. Provide training to teachers on writing Present Level of Academic Achievement and Functional Performance (PLAAFP) statements, IEP goals and objectives, IEP implementation process, and progress reporting requirements.</p>		<p>Director of Special Education</p>	<p>Certification of completion Sign-in sheets Training agendas Written IEP procedures.</p>				

 = Accomplished
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue










**Goal 1: STUDENT ACHIEVEMENT:** Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates technology to foster student success in college and/or careers.

**Performance Objective 9: CAREER TECHNICAL EDUCATION:** Provide a successful career and technical education program for all students that provides real world learning experiences aligned to industry standards which leads to a Foundation Graduation Plan with Endorsements. Maintain 100% of all 9th grade students having a Personal Graduation Plan (PGP) and Endorsement that is aligned with required program participation and course selections. Report on the number of students receiving industry certifications.

**Evaluation Data Source(s) 9:** CTE course enrollment, CTE course sequences complete, CTE grades, industry certifications, post-secondary career education enrollment.

**Summative Evaluation 9:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 5 CSF 6</p> <p>1) Develop a procedure to ensure that every student in grades 7-12 are made aware of and have an opportunity to complete a 4 year graduation plan in the form of a PGP, (Personal Graduation Plan), detailing a coherent sequence of CTE courses.</p> <p>The PGP should include a parent signature and a declaration of endorsement for the chosen CTE sequence.</p>		Director of CTE, Campus Counselors, Director of ECHS	PGP (Personal Graduation Plan)  Enrollment data in a CTE sequence of courses.				
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>2) Develop procedures to ensure that every student in grades 7-12 are administered assessments in career education dealing with student career interests, ability profiles and learning styles exploration to match students to ideal colleges and careers.</p>		Director of CTE Campus Counselors MS College and Career Readiness Instructors and HS CTE Staff	Career Assessment Portfolio standards and reports.  Student portfolio documents				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>3) Create a marketing and awareness campaign for the Career and Technical Education Department that highlights programs of study, coherent sequences, exit-level industry licensing and certification, work-based learning opportunities, participation in non-traditional gender courses, and a 4 year planning requirement for all students. (TIP)</p>		<p>CTE Director Campus Counselors</p>	<p>Declaration of Graduation Endorsement choice as per HB5</p> <p>Enrollment in CTE Sequence</p> <p>PGP (Personal Graduation Plan) document on file</p> <p>PEIMS participation code report for Fall and Summer submissions</p>			
<p>Funding Sources: 199 PIC 22 CTE - \$0.00</p>						
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>4) Seek opportunities to initiate, improve, expand and modernize quality career &amp; technical education programs including curriculum materials, industry standard software, modern shop-based equipment and relevant technology. Analyze all courses and sequences to implement the new CTE TEKS that will be in effect in 2017-2018 and explore the possibility of expanding and enhancing all CTE courses and sequences. (TIP)</p>		<p>CTE Director</p>	<p>Seguin Chamber of Commerce Industrial Relations Committee outreach (company visits to SHS/student tours of company)</p> <p>Community input on Advisory Committees as recorded on meeting minutes.</p> <p>Partnerships in purchasing current equipment.</p> <p>Partnerships in learning-lab design.</p>			
<p align="center"><b>Critical Success Factors</b> CSF 3 CSF 4</p> <p>5) Attend Master Schedule trainings to better serve all students through an articulated CTE Framework. (TIP)</p>	<p>4</p>	<p>CTE Director HS Assistant Principals Lead Counselor</p>	<p>Workshop details</p> <p>documentation of Master schedule in progress</p> <p>student course tallies</p>			
<p align="center">  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						

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**Performance Objective 10: BILINGUAL/ESL:** Continue to implement and support an effective program of instruction for linguistically and culturally diverse students so that they may master the state curriculum and to facilitate students in acquiring English as a second language. 1.To increase the percentage of K-12 ELL students progressing one proficiency level from 48.2% to 53.0%. 2.To increase the percentage of K-12 ELL students with 1-4 years in U.S. schools attaining Advanced High from 36.6% to 40.3%. 3.ELL with 5+ years in U.S. schools attaining Advanced High from 34.5% to 38.0%\*. 4.Report on number of ELL students meeting exit criteria in Bilingual and ESL programs.

**Evaluation Data Source(s) 10:** STAAR Performance Data, TELPAS performance data, AMAO's, Student data of participation in Bilingual and ESL program, LPAC Minute Documentation, Eduphoria! AWARE Data of Staff Development, Documentation of Parent Participation, and PBMAS report.

**Summative Evaluation 10:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>1) Provide Texas Gateway-ELL Foundations-Guidance and Support for ELLs on-line internet information to bilingual/ESL teachers who instruct ELL students. (TIP)</p>	4	Bilingual/ESL Coordinator Campus Administrator	Agendas Sign in sheets certificates	✓	✓	✓	
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>2) Provide three day ESL Academy to elementary and secondary core teachers and certification reimbursement to increase certified personnel who serve ELL students (TIP). TBD</p>	1, 2	Bilingual/ESL Coordinator  Campus Administrators	Agendas Sign in sheets Certificates	✓	✓	✓	
Funding Sources: 263 Federal Bilingual - \$5,500.00							
<p>3) Utilize local funds to provide 4 LPAC clerks to support the 7 elementary bilingual campuses, 2 middle schools and 1 high school in the area of state and federal compliance. (TIP)</p>	10	Bilingual/ESL Coordinator Campus Administrators	LPAC documents Campus Audits LPAC clerk meeting	✓	✓	✓	

<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>4) Implement the ELL Plan for Success to monitor academic progress of ELLs (TIP)</p>	9	Bilingual/ESL Coordinator Campus Administrators	LPAC minutes Failure Reports Principal Assurance				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>5) PK-12 Counselors will hold individual student meetings for ELL students to review grades, hand scheduling, monitor attendance, provide academic support and address the affective domain (TIP)</p>	9	Counselors Campus Administrators Bilingual/ESL Coordinator	Affective Domain Logs Counselors meeting agendas Grades and Attendance Reports				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>6) Utilize Title I-A and Title III-A Funds to provide campus-level LEP support for delivery of rigorous and relevant instruction and the implementation of school improvement activities.</p>	10	Bilingual/ESL Coordinator Campus Administrators	Time and Effort Para-professional training sign-in sheets Para-professional schedules				
Funding Sources: 211 Title I A - \$170,000.00, 263 Federal Bilingual - \$29,000.00							
<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>7) Utilize Title III funds to purchase supplemental instructional materials to increase language proficiency and academic performance of ELLs (TIP)</p>	10	Bilingual/ESL Coordinator  Campus Administrators	lesson plans Rosetta Stone reports TELPAS				
Funding Sources: 263 Federal Bilingual - \$5,500.00							
<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>8) Continue to provide ELPS and Sheltered Instruction professional development for teachers, instructional support staff and campus administrators (TIP)</p>	4	Bilingual/ESL Coordinator Campus Administrators	sign in sheets Agendas certificates				
Funding Sources: 199 PIC 25 Bil - \$0.00, 263 Federal Bilingual - \$1,250.00							
<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>9) Utilize Title I funds to provide Bilingual Interventionists to serve ELLs at the 4 bilingual quadrants (K-5) (TIP)</p>	9	Bilingual/ESL Coordinator Campus Administrators	teacher schedule job description contract				
Funding Sources: 211 Title I A - \$112,000.00							
<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 4</p> <p>10) Utilize local and Title III-A funds to provide two ESL support aides at the secondary level to include one at AJB and one at SHS. (TIP)</p>	9	Bilingual/ESL Coordinator	schedule job description				
Funding Sources: 199 PIC 25 Bil - \$20,000.00, 263 Federal Bilingual - \$20,000.00							

11) BE/ESL coordinator will participate in supplemental professional development to enhance the ELL instructional program.	Bilingual/ESL Coordinator	Conference registration, agenda and certificate of completion.				
	Funding Sources: 199 PIC 25 Bil - \$1,500.00					
<b>Critical Success Factors</b> CSF 1	Principals	Reading levels				
	12) Provide reading support to all Kinder bilingual students - Houghton Mifflin Rigby PM Collection Funding Sources: 263 Federal Bilingual - \$1,100.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						













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**Performance Objective 11: INSTRUCTIONAL TECHNOLOGY:** Increase student access to digital tools, and resources through the placement of new technologies on campuses and in classrooms.

**Evaluation Data Source(s) 11:** Campus Inventory, Purchasing Summary, Technology Application Proficiency Reports (Easy Tech), Lesson Plan Documentation of TA TEKS, 8th Grade Technology Proficiency Assessment, STaR Chart

**Summative Evaluation 11:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide up-to-date technology at each campus to get to 2.5 to 1 device ratio at K-8 core classrooms.		Assistant Superintendent of Technology and Curriculum Support	Inventory, classroom visits.				
	Funding Sources: 649 Technology Bond - \$3,500,000.00						
2) Provide professional development for staff that meets the instructional goals of the district and promotes the use of technology in the classrooms		Assistant Superintendent of Technology and Curriculum Support, Director of Digital Learning	Course Agendas, Sign in Sheets, Attendance				
	Funding Sources: 199-General Fund - \$10,000.00						
3) Maintain and support the use of classroom technologies for staff and students.		Campus administrator, Assistant Superintendent of Technology and Curriculum Support, Director of Digital Learning	Student projects, Review of teacher walk throughs and evaluations, PD sessions				
	Funding Sources: 199-General Fund - \$50,000.00						

4) Provide training for campus technology teachers to support the implementation of Tech Apps TEKS for K-8 students as well as specific TEKS aligned to students needs	Campus Technology Teachers; Assistant Superintendent of Technology and Curriculum Support; Campus principals	Scope and Sequence, Lesson Plans				
Funding Sources: 199-General Fund - \$2,000.00						
5) Maintain and support campus library media center technologies, classrooms technologies, mobile carts and instructional labs for grades PK-12.	Campus Technology Teachers; Assistant Superintendent of Technology and Curriculum Support; Campus principals	Equipment is maintained and operational				
Funding Sources: 199-General Fund - \$50,000.00						
6) Conduct an annual Technology Fair/Learning Exposition to highlight technology initiatives throughout the district for parents and community members.	Director of Digital Learning	Program for event, attendance numbers				
Funding Sources: 199-General Fund - \$5,000.00						
7) Organize free Summer Camps that provide a wide range of experiences for students. Plan to serve 400 or more students. Activities should include outdoor, technology, arts, science, and other topics that align with district initiatives.	Director of Digital Learning	Program for event, Registration, Board Presentation				
Funding Sources: 199-General Fund - \$47,640.00						
8) Implement a comprehensive survey and review of educational technology in Seguin ISD	Assistant Superintendent of Technology and Curriculum Support, Director of Digital Learning, Technology Committee	Reports, agendas				
Funding Sources: 199-General Fund - \$14,000.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 1: STUDENT ACHIEVEMENT:** Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates technology to foster student success in college and/or careers.











**Performance Objective 12: AT-RISK:** Implement and provide a comprehensive student support system at all campuses that addresses the academic and behavioral needs of all students through a response to intervention process.

**Evaluation Data Source(s) 12:** District and Campus RtI meeting agendas, Campus RtI Implementation Progress Report, and sign in sheets.

**Summative Evaluation 12:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) Utilize SHARS funds to provide accelerated instruction for At-Risk students at the campus level.</p>		Chief Academic Officer/School Improvement	Unit Assessment Scores				
Funding Sources: 199- SHARS - \$4,000.00							
<p>2) Designated Turn Around Team days will provide campus leadership with district-level oversight and monitoring of the implementation of intervention plans for at-risk students, mastery of TEKS, and curricular alignment.</p>	9	Deputy Superintendent	Unit Assessments				
<p><b>State System Safeguard Strategy</b></p> <p>3) Provide targeted interventions for students in grades 5 and 8 who scored below the Phase-in Level II passing standard on the 2016 Math and/or Reading test.</p>	9	Campus Principals	Unit assessment scores, STAAR scores				
<p>4) Provide social services and interventions for our Early Childhood Program</p>	7	Early Childhood Campus Principal	Increased student attendance and decreased number of students identified as At Risk in PreK				
<p><b>Critical Success Factors</b> CSF 1</p> <p>5) Provide rigorous and relevant instruction by highly qualified teachers to students who are temporarily housed at the Juvenile Detention Center.</p>	4	Principal of JDC	STAAR Scores				
Funding Sources: 199-General Fund - \$0.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>6) Utilize Region 13 RtI Specialist to support implementation of RtI processes at campuses district-wide. (TIP)</p>	4, 8, 9	Chief Academic Officer/School Improvement	Completion of Campus RtI Implementation Plan, RtI Campus Visit Schedule and Notes				
Funding Sources: 199-General Fund - \$6,000.00							

<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>7) Provide support to Campus RtI Teams implementing district RtI processes, including a tiered system of interventions for academic and behavior systems, universal screening, progress monitoring, and data-based decision making.</p>	9	Chief Academic Officer/School Improvement	Monthly review of campus RtI Student Monitoring Report			
<p><b>Critical Success Factors</b> CSF 1</p> <p>8) Continue to monitor implementation of Seguin ISD RtI processes through monthly district LLC.</p>	9	Chief Academic Officer/School Improvement, Director of Special Ed	Agendas and sign-in sheets for monthly meetings			
<p><b>Critical Success Factors</b> CSF 1</p> <p>9) Provide campuses with Tier 1 High-Yield Instructional Strategies Models for core content areas and behavior systems.</p>	9	Chief Academic Officer/School Improvement, Campus Principal, Instructional Coach	Tier 1 High-Yield Instructional Strategies Models for core content areas and behavior systems, Tier 1 Classroom Observation Forms			
<p><b>Critical Success Factors</b> CSF 1</p> <p>10) Develop Tier 2 and Tier 3 intervention options for academic systems, specifically Mathematics and English Language Arts.</p>	9	Chief Academic Officer/School Improvement	Tier 2 and Tier 3 Intervention Menus for Mathematics and English Language Arts			
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7</p> <p>11) Provide support to Campus RtI Teams implementing behavior interventions - Tier 2 (Bridges) and Tier 3 (Solid ROOTS). (TIP)</p>	4, 8, 9	Chief Academic Officer/School Improvement, , Special Education Director, Behavior Specialists	Sign-in and agenda for Bridges Campus Training and Stakeholder's Meeting, Monthly review of campus RtI Student Monitoring Report, sign-in and documentation from weekly Solid ROOTS campus meetings			
Funding Sources: 199-General Fund - \$12,450.00						
<p><b>Critical Success Factors</b> CSF 1</p> <p>12) Utilize district-wide RtI documentation in Eduphoria Aware and provide online training for new PK-5 campus staff.</p>	9	Chief Academic Officer/School Improvement	RtI Forms in Eduphoria Aware, RtI eCourse Staff Completion Report by campus			
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>13) Summer School: The district will support summer school for: students who have not met the passing standard in reading and math, for bilingual PK -K students, with the goal of increasing student achievement.</p>	7, 9	Chief Academic Officer/School Improvement	SSI scores, summative assessment scores, student grades			
Funding Sources: 211 Title I A - \$40,000.00, 199 PIC 24 SCE - \$0.00						

<b>Critical Success Factors</b> CSF 4  14) Utilize Title I, Part D funds to provide APEX curriculum to students in the post-adjudication program at the Juvenile Detention Center.	Director of Federal Programs	Attendance Roster, APEX records				
	Funding Sources: Title I D - \$0.00					
15) Utilize Title I, part D funds to provide a teacher aide to work with students in the post-adjudication program at the Juvenile Detention Center.	Principal, JDC	HR records				
	Funding Sources: Title I D - \$0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 1: STUDENT ACHIEVEMENT:** Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates technology to foster student success in college and/or careers.












**Performance Objective 13: GIFTED AND TALENTED:** Provide curriculum and instruction for all high ability learners by modifying the depth, complexity, and pacing of the general school program to increase student performance at level III by 15% - Math from 66% to 75%; Reading from 59% to 68%; Writing from 67% to 77%; Science from 59% to 68%; Social Studies from 61% to 70%.

**Evaluation Data Source(s) 13:** ESC 13 Program Evaluation, T.E.A. Gifted and Talented Program Standards tool, Campus GT Program Schedule and Program

Activity Presentations, Student assessment performance including State Accountability advanced level III results.

**Summative Evaluation 13:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2  1) Provide support to GT teachers with the understanding and implications of instruction that impact index 2 and index 4 utilizing ESC 13 guidance.	3	Campus Administrators, District GT Coordinator	agendas that reflect ESC 13 support lesson plans targeting individualized students' growth				
				Funding Sources: 199 PIC 21 GT - \$0.00			
<b>Critical Success Factors</b> CSF 1 CSF 2  2) Continue to screen all kindergarten students with an abilities measure to identify potentially gifted students.	3	Elementary GT teachers, District GT Coordinator	Data from student screening and an increase in the number of students identified for GT services				
				Funding Sources: 199 PIC 21 GT - \$6,000.00			
<b>Critical Success Factors</b> CSF 1 CSF 7  3) Provide an opportunity for 30 hour GT Foundation Training for K-12 teachers; including 6-12 National Math and Science Initiative (Laying the Foundation).	4	Chief Academic Officer/School Improvement, District GT Coordinator	Information disseminated to staff communicating 30 Hour GT offerings, Laying the Foundation offering and inventory of staff completing the hours.				
				Funding Sources: 199 PIC 21 GT - \$3,000.00			
<b>Critical Success Factors</b> CSF 3  4) Provide required GT update training in the areas of nature and needs and assessment for district counselors and campus principals.		Chief Academic Officer, District GT Coordinators	100% of district counselors and campus principals have completed the training				
				Funding Sources: 199 PIC 21 GT - \$750.00			

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>5) Provide staff the required 6 hr GT update training in the areas of differentiation during October 6, 2016 and January 3, 2017 District Professional Development.</p>	4	Chief Academic Officer, District GT Coordinator	100% of district staff will receive the training-sign-in sheets, depths and complexity icon used in lessons.				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>6) Begin to investigate and evaluate GT curriculum, assessment, programmatic, and instructional delivery to align to the exemplar status of the Texas State Plan for the Education of Gifted and Talented Students.</p>		GT teachers, District Coordinators, Chief Academic Officer/School Improvement	GT handbook- that articulates instructional practices, standardized assessment, Texas State plan lessons and agenda/meetings notes.				
7) Re-assess student moving from elementary to secondary utilizing the ITBS	8						
Funding Sources: 199 PIC 21 GT - \$0.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 1: STUDENT ACHIEVEMENT:** Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates technology to foster student success in college and/or careers.












**Performance Objective 14: MIGRANT:** Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state instructional content and student performance standards expected of all children.

**Evaluation Data Source(s) 14:** State Accountability Measures Grades 3-12, Curriculum Unit Assessments K-12, Report Card Grades, District Benchmarks, Diagnostic Assessments

**Summative Evaluation 14:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1</p> <p>1) Provide monthly PFS student rosters for counselors to verify grades, student attendance, and academic tutorials</p>	9, 10	Migrant Coordinator/Student Support Specialist, Coordinator of Academic Support, Campus Counselors	PFS TEAMS reports, grades, attendance, assessments				
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Utilize Title I-C funds to continue to recruit, monitor and provide services to Migrant students. Collaborate with ESC Region 13 for COE Reviewer Signature. (TIP)</p>	10	Migrant Coordinator/Student Support Specialist	Campus Attendance reports, Student by Student TEAMS data, EOC data  ESC Region 13 COE Reviewer Contract				
Funding Sources: Title I C - \$33,000.00							
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) Provide Migrant Achievers Club for students in grades 6th to 8th to promote student achievement, college awareness, leadership and team-building skills.</p>	10	Migrant Coordinator/Student Support	Sign in sheets Lesson Plans Schedules				
Funding Sources: Title I C - \$500.00							



<p>4) Provide Matador LEADERS club sessions for active 9th to 12th grade migrant students to support student achievement, academic success, build self-esteem, provide leadership and team-building opportunities, and increase college and career readiness. Including St. Edwards College Assistance to Migrants Program Preview Day, Young Leaders Conference - St. Phillips College, Project Pathway - ESC 13, Close-Up Foundation - Washington D.C.</p>		Migrant Coordinator/Student Support Specialist	Sign in sheets Powerpoints Handouts Assessment data				
Funding Sources: Title I C - \$5,000.00							
<p><b>Critical Success Factors</b> CSF 1</p> <p>5) Collaborate with McKinney-Vento program to provide Matador LEADERS Summer Program for Migrant 9th to 11th graders (if slots are available). Purpose of the summit is to build leadership, communication skills, promote college and career readiness. Provide instructional materials and supplies for migrant students participating in the program.</p>	10	Migrant Coordinator/Student Support Specialist	Credit accrual Grade Promotion Program Evaluation				
Funding Sources: Title I C - \$1,000.00							
<p><b>Critical Success Factors</b> CSF 1</p> <p>6) Continue to provide and utilize 15 iPADS for PFS and active migrant students in grades 6th to 12th grades during Achievers, Matador LEADERS, and Matador LEADERS Summer Summit.</p>	9	Migrant Coordinator/Student Support Specialist	Agenda, Sign-In Sheets, Student Evaluations				
Funding Sources: Title I C - \$0.00							
<p><b>Critical Success Factors</b> CSF 1</p> <p>7) Continue to provide Migrant Tutor services to PFS students in 3rd thru 12th grades to support academic achievement, mentoring and leadership development during tutoring, leadership sessions and summer leadership summit.</p>		Migrant Coordinator/Student Support Specialist	agendas timesheets program evaluation lesson plans				
Funding Sources: Title I C - \$8,000.00							
<p>8) Conduct two Migrant Achievers half-day workshops for 6th to 8th grade students to provide information on available academic support services, study skills, leadership opportunities, and career awareness.</p>		Migrant Coordinator/Student Support Specialist	Sign-In Sheet, Agenda, Handouts, Evaluation, Grades				
Funding Sources: Title I C - \$500.00							
<p>9) Provide school clothing for migrant students in need.</p>		Migrant Coordinator/Student Support Specialist	Receipts				
Funding Sources: 212 Federal - \$5,000.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							







**Goal 1: STUDENT ACHIEVEMENT:** Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates technology to foster student success in college and/or careers.

**Performance Objective 15: MCKINNEY-VENTO:** The District will enroll and serve identified students in a timely manner and provide services in conjunction with the ESC-13. Students will receive services through the district homeless liaison and campus counselors. 100% of students identified will be enrolled without delay and will receive services as needed.

**Evaluation Data Source(s) 15:** McKinney Vento Students Enrollment Records

**Summative Evaluation 15:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize the Student Residency and Foster Care Questionnaire to identify eligible homeless students upon enrollment.	1	Student Support Specialist/Homeless Liaison, Campus Registrars	McKinney-Vento Rosters				
2) Provide resources to identified homeless students including school supplies, emergency clothing, hygiene products, government assistance program referrals, and free school meals.	1	Student Support Specialist/Homeless Liaison	Resource Log of Services Provided				
Funding Sources: Grant - Homeless - \$10,681.00							
3) Provide LEADERS Program for Homeless students in June to build leadership and communication skills while earning speech credit. Program includes facility rental, student transportation, dormitory housing at a University campus, facilitators to include a teacher of record, and meals/snacks for participants.		Student Support Specialist/Homeless Liaison	Registration form, Student Sign-in sheets, Agendas, facilitator time sheets, contract with University				
Funding Sources: Grant - Homeless - \$8,987.00							
4) Provide monthly McKinney-Vento rosters and At-Risk of Non-Promotion Letters every 6 weeks to campus administrators and counselors. Meet with students at-risk of failing one or more core courses.	1	Student Support Specialist/Homeless Liaison	Rosters, copies of letters, Grades, Attendance				
5) Participate in District Attendance Team meetings to target truancy and academic progress of homeless students to reduce dropout potential.		Student Support Specialist/Homeless Liaison	TEAMS Attendance reports, Dropout reports				
6) Provide liaison for Homeless services for secondary campuses	10	Director of Federal Programs	Human Resources records				
Funding Sources: 211 Title I A - \$0.00							

7) Provide Jr. Matador LEADERS Summer Summit for 7th and 8th grade students experiencing homelessness in June to build leadership and communication skills and college and career awareness. Program includes facility rental, student transportation, dormitory housing at an university campus, facilitator to include a teacher of record, and meals/snacks for participants.	Student Support Specialist/Homeless Liaison	Registration form, Student Sign-in sheets, Agendas, facilitator time sheets, contract with University				
Funding Sources: Grant - Homeless - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 1: STUDENT ACHIEVEMENT:** Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates technology to foster student success in college and/or careers.

**Performance Objective 16: PK/HEADSTART:** PK/HEADSTART: The District will enroll 100% of all PK-4 eligible residents through a comprehensive Pre-kindergarten 4 year old program, including: Head Start, State Funded, and Locally Funded

**Evaluation Data Source(s) 16:** PEIMS Enrollment Data

**Summative Evaluation 16:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) Advertise Pre-K Program including Head Start to community members to ensure the majority of eligible students are aware of the services provided for children.</p>	10	Chief Academic Officer/School Improvement Principal of Ball ECC	During registration an informal questionnaire will be given to inform how the parent heard about the services.				
<p>2) Investigate and collaborate with BCFS to be deemed a Texas Kindergarten Ready campus.</p>		Chief Academic Officer/School Improvement Principal of Ball ECC	Meeting Agendas that specifically support the creation of a plan for Texas Kindergarten Ready certification.				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>3) Support the implementation and training of Phonological Awareness in instructional settings to support early literacy.</p>	3	Principal of Ball ECC	Professional Development with a monitoring system that includes a written synopsis of evidence that the instructional practices are being delivered to all students.				
<p><b>Critical Success Factors</b> CSF 1</p> <p>4) District will support the High-Quality PreK grant to support literacy skills at Pre-K campus</p>	1	Chief Academic Officer/School Improvement	Increase in Tier 1 mastery to include, but not limited to Universal Screener.				
Funding Sources: 199-General Fund - \$0.00							
<p>5) Service students on waiting list by opening 3 year-old classrooms when wait-list reaches 44 students.</p>		Chief Academic Officer/School Improvement Principal of Ball ECC	Wait list Student Rosters Faculty list				
<p>  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Goal 1: STUDENT ACHIEVEMENT:** Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates technology to foster student success in college and/or careers.

**Performance Objective 17: ATTENDANCE:** Implement a district wide system for monitoring student attendance. Increase the attendance rate from 93.7% to 95.0%.

**Evaluation Data Source(s) 17:** TEAMS Attendance reports

**Summative Evaluation 17:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue investigative efforts by Student Support Officers in locating students who are not attending school or are at-risk of dropping out of school		Executive Director of Student Services	Student Support Officer logs Number of students recovered and dropout rate				
2) Continue to actively provide truancy interventions.		Executive Director of Student Services	Truancy Intervention spreadsheet Number of truancy court filings				
3) Ensure that all campuses track absenteeism/students that withdraw from the District and incorporate attendance incentives for students		Principals Executive Director of Student Services Student Services Coordinator	Campus attendance reports Leaver codes for students withdrawn from the District				
4) Facilitate coordination with agencies such as Guadalupe County Juvenile Services, Teen Connections, Teddy Buerger Center, Alamo Workforce Center, Gary Job Corps, and Bluebonnet Trails to support truancy and at-risk of dropping out of school		Executive Director of Student Services Student Services Coordinator	Meeting agendas and sign in sheets Activity logs				
= Accomplished               = Considerable               = Some Progress               = No Progress               = Discontinue							

**Goal 1: STUDENT ACHIEVEMENT:** Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates technology to foster student success in college and/or careers.

**Performance Objective 18: DATA MANAGEMENT:** Provide data systems and reporting process for ongoing evaluation of student performance and increase teacher capacity for data-based instruction.

**Evaluation Data Source(s) 18:** Eduphoria AWARE usage reports, teacher reflection documents, Comprehensive Needs Assessment data reports

**Summative Evaluation 18:**














Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>State System Safeguard Strategy</b></p> <p>1) Continue to provide Professional Development for all teachers, instructional coaches, and campus administrators in the use of specific reports in Eduphoria Aware for data analysis purposes.</p>		Chief Academic Officer/School Improvement	Teacher-produced reports, data squares and reflections, differentiated lesson plans, targeted intervention strategies, and Unit Assessments				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Teachers disaggregate common assessment data with Instructional Coaches to determine areas of highest need and plan for intervention.</p>		Campus Principals, Instructional Coaches	K-12 Seguin ISD Teacher Reflection for District Unit Assessments				
<p><b>Critical Success Factors</b> CSF 2</p> <p>3) Continue to provide a data management coordinator to assist with providing and analyzing formative and summative assessment data to guide instruction.</p>		Director of Federal/State Accountability	Unit assessment results, Eduphoria Aware reports, File Maker Pro reports				
Funding Sources: 211 Title I A - \$0.00, 199 PIC 24 SCE - \$0.00							
<p>4) Provide new and refresher training in Compufax modules to campus administrators and instructional leaders, central office staff, and C&amp;I department members.</p>		Deputy Superintendent	Compufax reports, usage reports, agenda and sign-in sheets				
Funding Sources: 255 Title II - \$1,500.00							
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Goal 1: STUDENT ACHIEVEMENT:** Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates technology to foster student success in college and/or careers.

**Performance Objective 19: ASSESSMENT AND ACCOUNTABILITY:** Implement a district-wide valid and reliable assessment program to measure student learning and provide feedback on instruction, and accountability performance indicators

**Evaluation Data Source(s) 19:** District Assessment Calendar, Eduphoria! Aware Student Assessment Performance Reports, Data Review Sessions (PLC, Planning) agendas, State Accountability Student Performance Report

**Summative Evaluation 19:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide Professional Development on the utilization of student information portal for decision-making.		Deputy Superintendent; Assistant Superintendent of Technology	Development of modules; verified accuracy of data;				
	Funding Sources: 199-General Fund - \$49,000.00						
2) Implement district-wide benchmark and local assessments with follow-up data analysis.		Chief Academic Officer/School Improvement, Campus Principals	Benchmark and local assessment data				
	Funding Sources: 211 Title I A - \$0.00, 199 PIC 24 SCE - \$0.00						
3) Continue to provide secretary to Accountability and Data Management to assist with providing and analyzing formative and summative assessment data to guide instruction.		Director of Federal/State Accountability	District Testing Calendar, Unit assessment results, Eduphoria Aware reports,				
	Funding Sources: 211 Title I A - \$0.00, 199 PIC 24 SCE - \$0.00						
4) Provide Director of Federal Programs to manage the No Child Left Behind grant, including the application, budgets, and compliance.		Director of Federal/State Accountability	NCLB Application Federal Budgets Campus Worksheets Staffing Charts Compliance Report and supporting documentation.				
	Funding Sources: 211 Title I A - \$30,000.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 1: STUDENT ACHIEVEMENT:** Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates technology to foster student success in college and/or careers.

**Performance Objective 20: PROFESSIONAL DEVELOPMENT & LEADERSHIP:** Build instructional capacity and effectiveness for all instructional staff through targeted training (Minimum 36 Continuing Professional Development hours per year).

**Evaluation Data Source(s) 20:** Participation: Eduphoria! Workshop professional development reports, Performance: Teacher Evaluation Documents, Student Success Rates.

**Summative Evaluation 20:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) Monitor and Maintain all staff professional development through an online PD management system, Eduphoria! Workshop</p>	4	Chief Academic Officer/School Improvement, Instructional Coordinators	PD Sign in Sheets, Participant Portfolios				
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1</p> <p>2) Utilize Seguin ISD Backwards-design Planning Protocol Process during daily common planning time led by Instructional Coaches/Lead Teachers.</p>		Chief Academic Officer/School Improvement, District Instructional Coordinators, Campus Principals					
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) Continue to utilize Seguin ISD 5E Model Lesson Plan and align it to the Common Instructional Framework to provide a consistent instructional plan for all teachers.</p>		Chief Academic Officer/School Improvement, District Instructional Coordinators, Campus Principals					
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>4) Utilize instructional coaches, TrailBlazers, and district instructional coordinators to provide instructional support and job-embedded professional development to teachers and support for student groups.</p>	1	Chief Academic Officer/School Improvement	Campus support plans developed and implemented  Support monitored through campus logs and Eduphoria				
Funding Sources: 211 Title I A - \$375,000.00, 255 Title II - \$187,000.00							



5) Continue to implement Professional Learning Communities (PLC) model district-wide to provide job embedded professional development.	2, 3, 4	Chief Academic Officer/School Improvement, Instructional Coordinators	PLC Agenda, Sign-in sheets, walkthroughs				
<b>Critical Success Factors</b> CSF 3 CSF 7 6) Title II Funds will be utilized to send Teachers, Instructional Coaches, Coordinators, and Campus Administrators to Professional Development/Professional Conferences to help build leadership and instructional capacity, including but not limited to: Master Scheduling, TEKS Resource System Conference, CAMT, TASSP, TEPSA	4	Principals, Federal Programs Director, and Chief Academic Officer	Workshop/Training Certificate				
	Funding Sources: 255 Title II - \$14,000.00						
7) Utilize Title II funds to provide professional development to participating Private Non-Profit schools in the district.		Director of Federal Programs					
	Funding Sources: 255 Title II - \$16,000.00						
<b>Critical Success Factors</b> CSF 3 CSF 6 CSF 7 8) Utilize Title II funds to provide training for counselors.		Chief Academic Officer/School Improvement	Agendas, sign-in sheets				
	Funding Sources: 255 Title II - \$11,000.00						
<b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7 9) Utilize Title II funds to provide Professional Development and coaching services from Region 13 to middle school social studies teachers	1	Chief Academic Officer/School Improvement, MS Principals	Agendas, sign-in sheets, Check point data, STAAR scores				
	Funding Sources: 255 Title II - \$9,000.00						
10) Continue to implement a PLC framework and expectations for Instructional Coaches that focuses on implementation of effective staff development and instructional strategies for staff.		Chief Academic Officer/School Improvement	Sign-In Sheets				
11) Attend ongoing professional development to enhance Federal Programs		Director of Federal Programs	Sign-in sheets DIP CIPs				
12) Utilize Title II funds to purchase Texas Documentation Handbook for all campus administrators to provide appropriate PD and guidance in T-TESS.	8	Chief Academic Officer/School Improvement	T-TESS Evaluations				
	Funding Sources: 255 Title II - \$2,500.00						
= Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue							







**Goal 2: A SAFE & NURTURING ENVIRONMENT: Create a safe, nurturing, positive, and secure learning environment for students and staff.**

**Performance Objective 1: SECURITY:** Continue to implement and utilize up-to-date security measures - cameras, visitor identification system (Raptor), controlled access, and safety protocols - at all campuses.

**Evaluation Data Source(s) 1:** Raptor Report, Safety Reports

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue to utilize and upgrade security lighting.		Director of Maintenance; Exec. Director of Student Support	Audit of all school parking lot lighting and timing of on/off.				
	Funding Sources: 199-General Fund - \$0.00						
2) Continue to utilize and upgrade security cameras district-wide.		Assistant Superintendent of Technology And Curriculum Support, Exec. Director of Student Support, Campus Administrators	Security Camera location and use review				
	Funding Sources: 199-General Fund - \$0.00						
3) Continue to utilize the Raptor identification system on all campuses.		Assistant Superintendent of Technology and Curriculum Support, Executive Director of Student Support, Campus Administrators	Raptor locations; Raptor Reports, Incident locations at all campuses.				
	Funding Sources: 199-General Fund - \$7,500.00						
4) Continue to hire security officers for secondary campuses and DAEP		Executive Director of Student Services, Secondary Principals	Campus Security calendars				









5) Continue to conduct 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.	Director of Maintenance; PE/Outdoor Coordinator	Playground survey report				
Funding Sources: 199-General Fund - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 2: A SAFE & NURTURING ENVIRONMENT:** Create a safe, nurturing, positive, and secure learning environment for students and staff.

**Performance Objective 2: DRUG FREE SCHOOLS:** The district will decrease the incidents of student discipline regarding drug, alcohol, and tobacco by 10% for the 2016-17 school year from 101 to 91.

**Evaluation Data Source(s) 2:** Public Education Information Discipline reports

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Promote a drug free climate with ongoing education.		Executive Director of Student Services, Campus Principals	Campus DARE calendar, Red Ribbon Week agendas, campus social skills calendar				
2) Continue to coordinate with local law enforcement to utilize drug detection canine teams on secondary campuses, and on an as-needed basis on elementary campuses.		Executive Director of Student Services	Board updates, Safety calendar				
3) Continue to implement the student random drug testing program		Executive Director of Student Services	Drug testing spreadsheet, Board updates				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 2: A SAFE & NURTURING ENVIRONMENT:** Create a safe, nurturing, positive, and secure learning environment for students and staff.

**Performance Objective 3: POSITIVE BEHAVIOR INTERVENTION SUPPORT:** The district will continue to implement a system of Positive Behavior Intervention and Support at all campuses in order to promote character education, foster respect, and develop appropriate decision-making for all students. Decrease in-school suspensions by 5% from 1287 to 1222. Decrease the number of out of school suspensions by 5% from 896 to 851. Decrease the number of Discipline Alternative Education Placements by 5% from 325 to 309.

**Evaluation Data Source(s) 3:** PEIMS Discipline Reports, PBMAS report

**Summative Evaluation 3:**









Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 6 CSF 7 1) Continue to develop and implement Tier 1 Behavior Systems High-Yield Behavioral Strategies Model.		Executive Director of Student Services, Secondary Coordinator	Tier 1 Behavior Systems High-Yield Behavioral Strategies Model, STOIC Checklist				
<b>Critical Success Factors</b> CSF 6 2) Continue to implement Positive Behavior Intervention and Supports (PBIS) on all campuses including the review of discipline data.		Executive Director of Student Services, Campus Principals	PBIS SET results, PBIS team meeting agendas and sign in sheets, PEIMS Discipline reports				
<b>Critical Success Factors</b> CSF 6 CSF 7 3) Provide classroom management (STOIC) training to all new teachers.	4	Executive Director of Student Services, Behavioral Specialists	Training agenda and sign in				
Funding Sources: 255 Title II - \$5,000.00							
<b>Critical Success Factors</b> CSF 6 CSF 7 4) Provide professional development and support to campus staff on Tier 1 PBIS behavior strategies.	4	Executive Director of Student Services, Assistant Superintendent of Curriculum and Instruction	Training agendas and sign in sheets				
Funding Sources: 199-General Fund - \$0.00							
= Accomplished                        = Considerable                        = Some Progress                        = No Progress                        = Discontinue							

**Goal 2: A SAFE & NURTURING ENVIRONMENT:** Create a safe, nurturing, positive, and secure learning environment for students and staff.

**Performance Objective 4: CLIMATE:** All campuses will promote and enhance a positive school climate and culture where students and staff embrace responsibility, a respect for diversity, and a respect for the learning environment.

**Evaluation Data Source(s) 4:** PEIMS student discipline and attendance reports, staff attendance reports, staff, parent, and student surveys, and Campus Performance Review and Support observation reports of campus climate components.

**Summative Evaluation 4:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue to implement the Matador Challenge character education program district-wide		Executive Director of Student Services, Campus Principals	Matador Challenge Club sign ins No Place for Hate activities submission				
Funding Sources: 199-General Fund - \$2,000.00							
<b>Critical Success Factors</b> CSF 6 2) Develop and implement campus climate surveys for teachers, parents and students to complete		Assistant Superintendent of Technology, Executive Director of Student Services Campus Principals	Survey results				
<b>Critical Success Factors</b> CSF 6 3) Implement social skills curriculum in grades K-5.		Executive Director of Student Services, Campus Principals	Social Skills curriculum, Campus plan for implementation				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 2: A SAFE & NURTURING ENVIRONMENT:** Create a safe, nurturing, positive, and secure learning environment for students and staff.

**Performance Objective 5: BULLY PREVENTION:** In order to create a climate where students feel safe and secure from harassment and intimidation, the district will implement at all campuses a Bully Prevention program and system for reporting. Decrease the incidents of bullying by 10% from 37 to 33.

**Evaluation Data Source(s) 5:** Bully Report, PEIMS Discipline report

**Summative Evaluation 5:**









Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Continue to implement the Matador Challenge Character Education program district-wide</p>		Executive Director of Student Services, Campus Principals	Matador Challenge club sign ins				
2) Implement the No Place For Hate Bully Prevention initiative		Executive Director of Student Services, District Counselors	No Place For Hate activities and sign ins, submission to ADL				
3) Make the Bully Report Form available and implement the SISD Bullying Investigation Toolkit to effectively respond to reports of bullying		Executive Director of Student Services, Campus Principals	Bully Report Form, Investigation Toolkit, Bully Report log				
<p><b>Critical Success Factors</b> CSF 6</p> <p>4) Review and update policies and procedures regarding bullying and provide training to SISD staff</p>	2	Executive Director of Student Services	Professional Development agendas and sign in sheets Updated policies and procedures				
<p>  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Goal 2: A SAFE & NURTURING ENVIRONMENT:** Create a safe, nurturing, positive, and secure learning environment for students and staff.

**Performance Objective 6: EMERGENCY OPERATING PLAN:** All district departments and campus employees, and where applicable, students, will be trained on the emergency operations plan components.

**Evaluation Data Source(s) 6:** Campus EOP Committee meeting schedule, agendas and minutes, EOP readiness drills report

**Summative Evaluation 6:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) District will provide all employees training on Safety and Security to include components of the EOP.		Executive Director of Student Services, Department Heads, and Campus Principals.	Training Sign-in Sheets, Principal and Department Heads Verification Signature				
2) Conduct annual campus safety reviews and audits every 3 years.		Executive Director of Student Services	Safety Audit Results, PBIS SET Results, Safety Binder				
3) District School Safety Committee will meet regularly to review the District EOP, create/review campus emergency plans, and make safety recommendations.		Executive Director of Student Services	Meeting sign in sheets, agendas				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							



**Goal 3: PARENT, FAMILY & COMMUNITY ENGAGEMENT: Promote the Seguin ISD Vision, Mission, and Goals while building strong family and community partnerships for our district and schools.**

**Performance Objective 1: PARENT INVOLVEMENT:** Offer programs and activities to involve parents and family members and seek meaningful consultation with parents.

**Evaluation Data Source(s) 1:** Parent Volunteer Records, parent activities sign-in sheets.

**Summative Evaluation 1:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Create and maintain parent centers and/or parent-friendly environments at each K-8 campus.		Executive Director of Student Services, Campus Principals	Parent centers				
	Funding Sources: 199-General Fund - \$2,500.00						
2) Provide a district coordinator to campus-based parent liaisons or designated staff to ensure parent involvement across all campuses.		Executive Director of Student Services					
	Funding Sources: 211 Title I A - \$6,000.00						
3) Offer workshops, courses, seminars and/or opportunities for parents and students to further enhance overall success.		Executive Director of Student Services, Campus Principals	Agendas and sign ins				
	Funding Sources: 211 Title I A - \$6,000.00						
4) Meet the needs of a diverse population by providing signage and other information in both English and Spanish.		Campus Principal	Signage				
	Funding Sources: 211 Title I A - \$3,000.00						
5) The district coordinator and designated staff will attend the annual statewide Parent Involvement Conference or other regional trainings.		Executive Director of Student Services, Student Services Coordinator	Conference registration				
	Funding Sources: 211 Title I A - \$3,000.00						
6) Include parents in the joint development of a parental involvement plan, to be reviewed and revised.	6	Director of Federal Programs	Parental Involvement Plan, Evaluation of Plan				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Goal 3: PARENT, FAMILY & COMMUNITY ENGAGEMENT:** Promote the Seguin ISD Vision, Mission, and Goals while building strong family and community partnerships for our district and schools.

**Performance Objective 2: PUBLIC RELATIONS:** Promote Seguin ISD while embracing diversity and celebrating successes of students, staff and District through distribution of newsworthy items and delivery of key messages.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Campus recognition during Regular School Board Meetings		Public Information Officer	Recognition at meetings				
2) Organize annual Teacher of the Year recognition process and banquet		Public Information Officer	Teachers of the Year identified				
Funding Sources: 199-General Fund - \$2,000.00							
3) Oversee annual holiday card project		Public Information Officer	Cards distributed to employees before holiday break.				
Funding Sources: 199-General Fund - \$630.00							
							

**Goal 3: PARENT, FAMILY & COMMUNITY ENGAGEMENT:** Promote the Seguin ISD Vision, Mission, and Goals while building strong family and community partnerships for our district and schools.

**Performance Objective 3: COMMUNICATION:** 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.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) District will publish Matador Pride Community Newsletter eight times during school year that highlights student and staff achievements.		Public Information Officer	Distribution of newsletter				
Funding Sources: 199-General Fund - \$2,400.00							
2) Post informational news items and positive student/staff accomplishments and photographs on the District web site.		Public Information Officer/Webmaster	The web site receives updates weekly (at minimum)				
3) Utilize free social media outlets to promote positive and general news to the community.		Public Information Officer/Marketing Support	Social media sites are updated several several times weekly.				
4) Maintain two-way communication with editors and reporters at local media outlets to promote story ideas and provide updates to key district and campus initiatives through a variety of means including news releases.		Public Information Officer	Lines of communication between media and Public Information Office continually improve.				
5) Photograph campus and district events to share with media outlets, post on the district website and include in social media posts.		Public Information Officer/Marketing Support/Campuses	Photos are routinely posted in the newspapers and online.				
6) Update and print annual Seguin High School Course Catalog		Public Information Officer/C&I Department	2,000 catalogs are printed prior to established deadline				
Funding Sources: 199-General Fund - \$4,700.00							
7) Create and print annual instructional calendar with school supply list		Public Information Officer	Calendar is distributed to students and staff prior to May 15				
Funding Sources: 199-General Fund - \$313.00							
8) Update and print annual athletic handbook		Public Information Officer	Handbook is distributed to appropriate students and staff prior to deadline				
Funding Sources: 199-General Fund - \$1,771.60							
							

**Goal 3: PARENT, FAMILY & COMMUNITY ENGAGEMENT:** Promote the Seguin ISD Vision, Mission, and Goals while building strong family and community partnerships for our district and schools.

**Performance Objective 4: PARTNERSHIPS:** Foster business and community partnerships through active participation in community-based opportunities and events.

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Attend Educate Seguin meetings		Public Information Officer	Attendance				
2) Serve as a member of the Chamber's Education Committee		Public Information Officer	Attendance				
3) Serve as a member of the Chamber's Marketing Committee		Public Information Officer/Marketing Support	Attendance				
4) Represent the district at various community functions		Public Information Officer/Marketing Support	Attendance				
5) Serves as liaison for City Parent Teacher Council (PTC)		Public Information Officer	Establish communication between City PTC, campus PTC and principals				
6) Serve as secretary to the Teacher Communication Council		Public Information Officer	Attendance				
							

**Goal 4: OPERATIONAL EFFECTIVENESS & EFFICIENCY: Ensure that the District makes fiscally sound decisions that support student achievement and maintain a strong financial position.**

**Performance Objective 1: FUND BALANCE:** Maintain the following balance target - General Fund unassigned fund balance of 20% of yearly operations, Debt Service Fund reserved fund balance of 25% of the annual debt service requirements.

**Evaluation Data Source(s) 1:** Annual Audit Report, Monthly Financial Reports, Budget Amendments

**Summative Evaluation 1:**








Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Prepare General Fund Budget that maintains projected fund balance of three months of operating expense for the General Fund.		CFO, Budget Coordinator	Annual Audit, Monthly Financial Reports, Budget Amendments				
Funding Sources: 199-General Fund - \$0.00							
2) Prepare General Fund Budget that maintains projected fund balance of 20% of operating expense. .		CFO, Budget Coordinator	Annual Audit, Monthly Financial Reports, Budget Amendments				
Funding Sources: 199-General Fund - \$0.00							
3) Prepare Truth in Taxation calculations, advertise proposed budget and tax rate and hold public regarding same as required by law.		CFO	Public Hearing Notice, Budget and Tax Rate Hearing,				
Funding Sources: 199-General Fund - \$500.00							
4) Prepare Board resolution to adopt annual tax rate.		CFO	Adoption of Tax Rate - Board Action				
Funding Sources: 199-General Fund - \$0.00							
5) Prepare annual financial statements for audit by independent auditor.		CFO, Comptroller	Annual Audit				
Funding Sources: 199-General Fund - \$0.00							
6) Report financial position to the Board of Trustees monthly.		CFO, Budget Coordinator	Monthly Financial Statements				
Funding Sources: 199-General Fund - \$0.00							
7) Prepare Debt Service Fund Budget that maintains projected fund balance of 25% of debt service requirement.		CFO, Budget Coordinator	Annual Audit, Monthly Financial Reports, Budget Amendments				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Goal 4: OPERATIONAL EFFECTIVENESS & EFFICIENCY:** Ensure that the District makes fiscally sound decisions that support student achievement and maintain a strong financial position.

**Performance Objective 2: FIRST:** Maintain a Pass rating on Schools Financial Integrity Rating Systems of Texas (FIRST)

**Evaluation Data Source(s) 2:** TEA Annual FIRST Report

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 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)		CFO, Comptroller, Asst Supt for HR	TEA FIRST Rating Results				
	Funding Sources: 199-General Fund - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 4: OPERATIONAL EFFECTIVENESS & EFFICIENCY:** Ensure that the District makes fiscally sound decisions that support student achievement and maintain a strong financial position.

**Performance Objective 3: STEWARDSHIP:** 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.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Increase the pursuit of local, state, and federal grants.		Department Heads	Notification of Grant Awards Report				
Funding Sources: 199-General Fund - \$0.00							
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Goal 4: OPERATIONAL EFFECTIVENESS & EFFICIENCY:** Ensure that the District makes fiscally sound decisions that support student achievement and maintain a strong financial position.

**Performance Objective 4: BOND RATING:** Maintain strong financial position and practices to maintain top bond ratings which assure the best market interest rates when selling or reissuing School Building Bonds or obtaining other financing.

**Evaluation Data Source(s) 4:** Bond ratings issued prior to sale of bonds that maintain underlying credit rating of Aa3 from Moodys Investor Services and AA- from Standard and Poors or comparable rating from any other rating agency.

**Summative Evaluation 4:**

**Goal 4: OPERATIONAL EFFECTIVENESS & EFFICIENCY:** Ensure that the District makes fiscally sound decisions that support student achievement and maintain a strong financial position.

**Performance Objective 5: OVERSIGHT:** Maintain proper oversight of bond proceeds, including proper authorization for disbursements, proper record keeping of bond payments, and safe and secure investment of proceeds.

**Evaluation Data Source(s) 5:** Annual receipt of clean audit opinion with no weaknesses noted regarding internal controls and annual investment report that shows no loss of principal on investment of bond proceeds.

**Summative Evaluation 5:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Obtain proper authorization of disbursement of bond proceeds		Construction Manager, CFO, Superintendent, Accounts Payable Clerk	Authorizing Signatures				
	Funding Sources: 199-General Fund - \$0.00						
2) Quarterly and Annual Public Funds Investment Act Reports		CFO, Comptroller	Reports to the Board, Board Resolution of Approval				
	Funding Sources: 199-General Fund - \$0.00						
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							



**Goal 5: HUMAN RESOURCES: Build a highly effective workforce through strategic recruitment, professional development, mentoring and organizational support to retain effective teachers, principals and other instructional staff.**

**Performance Objective 1: HIGHLY QUALIFIED:** To maintain the percentage of highly qualified teachers at 100%.

**Evaluation Data Source(s) 1:** Annual Highly Qualified Report

**Summative Evaluation 1:**












Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 7 1) Screen all Applicants for Highly Qualified and SBEC credentials before recommending employment to the superintendent of schools and board of trustees	3	Assistant Superintendent of Administrative Services, Principals	Highly Qualified Report SBEC Certification List				
	Funding Sources: 199-General Fund - \$0.00						
2) Ensure 100% of teaching and para instructional staff are considered highly qualified and meet TEA (SBEC) certification requirements.		Assistant Supt of Administrative Services	HQ Report TEA Certification List				
	Funding Sources: 199-General Fund - \$0.00						
= Accomplished                        = Considerable                        = Some Progress                        = No Progress                        = Discontinue							

**Goal 5: HUMAN RESOURCES:** Build a highly effective workforce through strategic recruitment, professional development, mentoring and organizational support to retain effective teachers, principals and other instructional staff.

**Performance Objective 2: MENTORING AND TRAINING:** Implement and evaluate on-going differentiated staff development to ensure teacher needs are being met, and provide a mentoring program for new teachers and administrators.

**Evaluation Data Source(s) 2:** District Professional Development Plan Report, including: Workshop, ESC13, and professional conferences

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Upon hire & throughout the year, provide staff development to specific grade level and content area teachers to target areas of improvement that have been identified through our state assessment and bench mark testing results.	4	Assistant Supt of Administrative Services Assistant Supt - C&I	Unit assessments T-TESS evaluations student performance measures				
Funding Sources: 199-General Fund - \$0.00							
2) Upon hire, identify a teacher/administrator mentor for all new teachers/administrators with two or less years of experience	4, 5	Assistant Superintendent of Administrative Services	Campus mentor list Mentor stipend list (Trailblazer and Inst. Coaches are identified as mentors)				
Funding Sources: 199-General Fund - \$0.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 5: HUMAN RESOURCES:** Build a highly effective workforce through strategic recruitment, professional development, mentoring and organizational support to retain effective teachers, principals and other instructional staff.

**Performance Objective 3: APPRAISAL:** Evaluate teacher effectiveness in the classroom utilizing formative and summative data, including but not limited to, T-TESS/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 10 documented walk-throughs per week.

**Evaluation Data Source(s) 3:** Evaluations, Walk-through reports

**Summative Evaluation 3:**










Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) T-TESS/ATR will be utilized to evaluate teacher effectiveness in the classroom. Appraisers will utilize Eduphoria: T-TESS district-wide to assist with effective and efficient walk-throughs and evaluations.	3, 5	Campus Principals C&I academic support staff Assistant Superintendent of Administrative Services	T-TESS evaluations Walk-through data Teacher intervention plans				
				Funding Sources: 199-General Fund - \$0.00			
2) Campus administrators will conduct a minimum of 10 documented walk-throughs per week	3	Campus administrators	T-TESS evaluations Walk-through data Teacher intervention plans				
				Funding Sources: 199-General Fund - \$0.00			
3) Utilize new T-TESS Appraisal system for the 2016-17 school year for all first-year teachers to monitor teacher performance.		Assistant Superintendent of Administrative Services and Executive Director of School Improvement and Federal Programs.	T-TESS Walkthroughs and evaluations.				
= Accomplished               = Considerable               = Some Progress               = No Progress               = Discontinue							

**Goal 5: HUMAN RESOURCES:** Build a highly effective workforce through strategic recruitment, professional development, mentoring and organizational support to retain effective teachers, principals and other instructional staff.

**Performance Objective 4: RECRUITMENT AND RETENTION:** 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. The district will maintain a teacher turnover rate of less than 15%. In addition, the district will educate Seguin graduates interested in pursuing careers in the field of education regarding specific high demand certifications and career opportunities in the Seguin I.S.D.

**Evaluation Data Source(s) 4:** District and Campus Teacher Retention reports.

**Summative Evaluation 4:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Target recruitment efforts as identified by the job fair data and continue to promote the hiring of diverse candidates ensuring the selection of the most highly qualified applicants.	3, 5	Assistant Superintendent - Administrative Services Campus administrators	Job fair data Annual staffing review SBEC certifications				
Funding Sources: 199-General Fund - \$0.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6 CSF 7</p> <p>2) In effort to decrease teacher and administrator turnover, increase support for teachers and administrators (TIP) through a Professional Learning Community approach. Including: Campus Learning Community, Teacher Learning Community, and District Principal Leadership Meetings.</p>	4	Assistant Superintendent of Administrative Services; Assistant Superintendent of Curriculum and Instruction	Climate survey data; Retention data, Annual Staffing Report, Add stipend increase in high need areas; continue stipends for retention (Master's degree program); Utilize Trailblazers as new teacher mentor; Proposal for a framework of professional development; Increase number participants by 5% in the aspiring trailblazer & aspiring administrator academy; Increase number of applicants by 10% in Master Teacher Program (tuition reimbursement)				
Funding Sources: 199-General Fund - \$184,000.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 5: HUMAN RESOURCES:** Build a highly effective workforce through strategic recruitment, professional development, mentoring and organizational support to retain effective teachers, principals and other instructional staff.

**Performance Objective 5: CAPACITY BUILDING:** Encourage teachers to pursue core academic masters degrees to qualify as an adjunct professor for the Seguin Early College High School. The district will increase the hiring of teachers with master's degrees in core academic areas by 5%.

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue to 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 core content areas and other various electives.	5	Assistant Superintendent - Administrative Services	Survey results, Increase by 10% of the number of teachers who apply for the Master' Degree tuition reimbursement program				
				Funding Sources: 199-General Fund - \$6,000.00			
2) Target recruitment efforts in the hiring of candidates who hold master's degrees in content areas offered for dual credit with the Seguin Early College High School as we enter year three of the program.	5	Assistant Superintendent - Administrative Services	Job Fair Data, Annual Staffing report, New hire report District postings				
				Funding Sources: 199-General Fund - \$0.00			
3) Continue to prioritize the recruitment efforts to hire teachers with Master's degrees in areas to support the Early College High School.							
				Funding Sources: 199-General Fund - \$0.00			
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							

## State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	3	8	Continue to provide professional development to K-12 science teachers on STEMscopes (science instructional materials) and ongoing training and support as needed per campus.
1	3	20	Utilize TEKSING Towards STAAR, Think Through Math, and IStation as additional resources to support math instruction in grades K-8.
1	3	21	Provide a class size reduction teacher at the high school to support math instruction.
1	4	1	To review the scores of ELL and SPED at the campus and district levels at the end of each grading period and adjust instruction and intervention as needed to help students meet writing expectations
1	4	2	Explore a 6th through 12th grade writing framework to support aligned development in writing instruction. (TIP)
1	4	4	Utilize checkpoint data and benchmark results to determine levels of mastery, target interventions for individual students, and determine professional development needs for teachers.
1	8	1	Establish quality standards and expectations for teachers who implement a co-teach model and inclusion support practices. Provide training to staff on models and expectations, and provide on-going support for program implementation.
1	8	3	Continue to create, implement, and monitor an Intensive Plan of Instruction (IPI) for each special education student not passing state assessments.
1	8	4	Analyze the results of the study of special education staff schedules. Make staff adjustments, as needed, to maximize the use of special education staff at each campus.
1	8	5	Evaluate the current staffing patterns for campuses with special programs and determine if there is adequate coverage to meet the needs of students with significant disabilities.
1	10	1	Provide Texas Gateway-ELL Foundations-Guidance and Support for ELLs on-line internet information to bilingual/ESL teachers who instruct ELL students. (TIP)
1	10	2	Provide three day ESL Academy to elementary and secondary core teachers and certification reimbursement to increase certified personnel who serve ELL students (TIP). TBD
1	10	4	Implement the ELL Plan for Success to monitor academic progress of ELLs (TIP)
1	10	7	Utilize Title III funds to purchase supplemental instructional materials to increase language proficiency and academic performance of ELLs (TIP)
1	10	8	Continue to provide ELPS and Sheltered Instruction professional development for teachers, instructional support staff and campus administrators (TIP)
1	10	9	Utilize Title I funds to provide Bilingual Interventionists to serve ELLs at the 4 bilingual quadrants (K-5) (TIP)

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
1	10	10	Utilize local and Title III-A funds to provide two ESL support aides at the secondary level to include one at AJB and one at SHS. (TIP)
1	12	1	Utilize SHARS funds to provide accelerated instruction for At-Risk students at the campus level.
1	12	3	Provide targeted interventions for students in grades 5 and 8 who scored below the Phase-in Level II passing standard on the 2016 Math and/or Reading test.
1	14	1	Provide monthly PFS student rosters for counselors to verify grades, student attendance, and academic tutorials
1	18	1	Continue to provide Professional Development for all teachers, instructional coaches, and campus administrators in the use of specific reports in Eduphoria Aware for data analysis purposes.
1	20	2	Utilize Seguin ISD Backwards-design Planning Protocol Process during daily common planning time led by Instructional Coaches/Lead Teachers.
1	20	9	Utilize Title II funds to provide Professional Development and coaching services from Region 13 to middle school social studies teachers

## Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	3	20	Utilize TEKSING Towards STAAR, Think Through Math, and IStation as additional resources to support math instruction in grades K-8.



# State Compensatory

## Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6200 Professional and Contracted Services</b>		
199.11.00.883.0.24.207.6239	6239 ESC Services	\$25,035.00
	<b>6200 Subtotal:</b>	<b>\$25,035.00</b>

**Personnel for District Improvement Plan:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cynthia Borden	Dir. Fed/State Accountability	C&I	.95
Gloria Rivera	Data Coordinator	C&I	.5
Kathy Kortz	Secretary	C&I	.30
Nilda Vella	Science Coordinator	C&I	.5
Theresa Sands	Literacy Coordinator	C&I	1.0
Vanessa Brown	Literacy Coordinator	C&I	1.0

# Title I

## Comprehensive Needs Assessment

Comprehensive Needs Assessment

Goal	Performance Objective	Strategy	Description
1	1	5	Utilize instructional coaches and district instructional coordinators to provide instructional support and job-embedded professional development to teachers and support for student groups.
1	1	6	Develop a professional development plan for all administrative and instructional staff addressing training for new staff and training to be completed within the first year and beyond.
1	16	2	Provide three day Fall ESL Academy to secondary core teachers to increase certified personnel who serve ELL students (TIP)
1	18	1	Develop a plan for curriculum alignment to address the needs of advanced students in K-5 students in core curriculum areas based upon the Texas Performance Standards Project.
1	20	1	Utilize the Student Residency and Foster Care Questionnaire to identify eligible homeless students upon enrollment.
1	20	2	Provide resources to identified homeless students including school supplies, emergency clothing, hygiene products, government assistance program referrals, and free school meals.
1	20	4	Provide monthly McKinney-Vento rosters and At-Risk of Non-Promotion Letters every 6 weeks to campus administrators and counselors. Meet with students at-risk of failing one or more core courses.

## Ten Schoolwide Components

### 1: Schoolwide Reform Strategies

Schoolwide Reform Strategies

Goal	Performance Objective	Strategy	Description
1	10	1	Provide on-going professional development in the area of balanced literacy for district PreK-6th grade teachers.

Goal	Performance Objective	Strategy	Description
1	10	3	District will create a data room that supports identifying curriculum gaps and devise a district plan that targets the common threads throughout the area of deficiency thus increasing the sub and general populations.
1	16	2	Provide three day Fall ESL Academy to secondary core teachers to increase certified personnel who serve ELL students (TIP)
1	17	2	Continue to implement Solid ROOTS program through updated professional development and ongoing monitoring to address behavioral needs of students receiving Tier 3 behavioral interventions. (TIP)
1	17	3	District and campus administrative teams will conduct a systematic weekly review of the number of students in special education with discretionary placements in ISS, OSS, and DAEP and revise students' behavior intervention plans to provide additional support, if needed (per ARD Committee recommendation).
1	17	4	Provide staff development to Solid ROOTS, Life Skills, special and general education teachers & paraprofessionals, principals/assistant principals & counselors on Satori Alternatives to Managing Aggression (SAMA) to provide strategies for students who have behavioral difficulties. (TIP)
2	5	4	Review and update policies and procedures regarding bullying and provide training to SISD staff

## 2: Strategies to increase parental involvement

Goal	Performance Objective	Strategy	Description
1	10	1	Continue to promote programs for the community that utilize school facilities. (After school programs, adult education, healthy living classes, walking trails and playgrounds)
1	12	6	Review-Use Title III Funds to purchase and provide parent resources to be distributed during the Bilingual/ESL Parent Orientation Title III meetings.
1	14	2	Coordinate services to at-risk students in the areas of truancy and assignment to the Juvenile Detention Center or DAEP.
1	16	7	Continue to distribute 18 netbooks to active Migrant families to provided parent involvement, student achievement and program support.
3	1	1	Offer District workshops, courses, and/or seminars (ie TEAM Luncheons) for parents to learn parenting skills and strategies.

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Borden, Cynthia	Director of Accountability	Federal Programs	.4
Carvajal, Janie	Bilingual Aide	Bilingual	.85
Cuevas, Teresa	Homeless Liaison	Student Support	0.6
Daugherty, Maria	Bilingual Aide	Bilingual	.85
Guerrero, Caroline	Bilingual Aide	Bilingual	.85
Kortz, Kathy	Secretary	Fed/State Accountability	0.4
Lerma, Cruz	Bilingual Aide	Bilingual	.85
Martinez, Sara	Parent Liaison	Student Support	.10
Poe, Jaina	Bilingual Aide	Bilingual	.85
Resendez, Maria	Bilingual Aide	Bilingual	.85
Rivera, Gloria	Coordinator	Information Systems	.05
Rodriguez, Lorena	Bilingual Aide	Bilingual	.85
Sandoval, Maria	Bilingual Aide	Bilingual	.85

# District Funding Summary

199-General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	SMS, Degree Plans,		\$0.00
1	3	15			\$190,000.00
1	5	1			\$0.00
1	5	2	FTE for each campus		\$0.00
1	5	3	FTEs for each campus		\$0.00
1	5	4	Travel and Subsistence - Employee	199.11.6411.30.001.0.99.206	\$1,250.00
1	5	4	Travel and Subsistence - Employee	199.11.6411.30.041.0.99.206	\$250.00
1	5	4	Travel and Subsistence - Employee	199.11.6411.30.042.0.99.206	\$250.00
1	5	4	Travel and Subsistence - Employee	199.11.6411.31.001.0.99.206	\$500.00
1	5	4	Travel and Subsistence - Employee	199.11.6411.31.042.0.99.205	\$100.00
1	5	4	Travel and Subsistence - Employee	199.11.6411.30.102.0.99.205	\$100.00
1	5	7	Misc. Contracted Services	199.11.6299	\$20,000.00
1	6	1	PE equipment for various activities		\$0.00
1	6	2	Monetary support to pay PE teachers to run afterschool programs		\$2,500.00
1	6	3			\$0.00
1	7	1			\$0.00
1	7	2			\$0.00
1	11	2	Instructors, classroom space, contracted services		\$10,000.00
1	11	3	PD support, contracted services		\$50,000.00
1	11	4			\$2,000.00
1	11	5	FTE for technical and instructional		\$50,000.00
1	11	6			\$5,000.00
1	11	7	Staff, supplies, student part time temp workers		\$47,640.00
1	11	8			\$14,000.00

1	12	5	Human Resources, instructional materials		\$0.00
1	12	6	ESC 13 RtI Specialist	199-13 6239	\$6,000.00
1	12	11	Bridges Training provided by Emergent Tree	13 6299	\$10,350.00
1	12	11	Extra Duty Pay for Training	13 6118	\$2,100.00
1	16	4	State Grant Funded Training and Resources		\$0.00
1	19	1	File Maker Pro Server and desktop licenses;		\$49,000.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3	Subscription		\$7,500.00
2	1	5	Replace or repair play equipment as needed		\$0.00
2	3	4	3000		\$0.00
2	4	1			\$2,000.00
3	1	1			\$2,500.00
3	2	2			\$2,000.00
3	2	3			\$630.00
3	3	1			\$2,400.00
3	3	6			\$4,700.00
3	3	7			\$313.00
3	3	8			\$1,771.60
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3	Publication of Notice	199-41-6499	\$500.00
4	1	4			\$0.00
4	1	5			\$0.00
4	1	6			\$0.00
4	2	1			\$0.00
4	3	1			\$0.00
4	5	1			\$0.00

4	5	2			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
5	2	1			\$0.00
5	2	2			\$0.00
5	3	1			\$0.00
5	3	2			\$0.00
5	4	1			\$0.00
5	4	2			\$0.00
5	4	2	Critical need areas stipend increase		\$58,000.00
5	4	2	Master Teacehr Stipend		\$126,000.00
5	4	2			\$0.00
5	5	1	Master's Degree Tuition reimbursement program		\$6,000.00
5	5	2			\$0.00
5	5	3			\$0.00
<b>Sub-Total</b>					\$675,354.60

**199- SHARS**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	12	1			\$4,000.00
<b>Sub-Total</b>					\$4,000.00

**199 PIC 21 GT**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	13	1			\$0.00
1	13	2			\$6,000.00
1	13	3			\$3,000.00
1	13	4			\$750.00
1	13	7			\$0.00
<b>Sub-Total</b>					\$9,750.00



<b>199 PIC 22 CTE</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	9	3	access to Career Education software application Career Cruising)		\$0.00
<b>Sub-Total</b>					\$0.00
<b>199 PIC 23 SpEd</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	8	1	ESC 13 Staff, District Special Education Staff	199.13.6239.00.872.0.23.231	\$3,000.00
1	8	2	District Behavior Specialists, Emergent Tree Consultants	199.13.6299.00.872.0.23.231	\$5,000.00
<b>Sub-Total</b>					\$8,000.00
<b>199 PIC 24 SCE</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	12	13	Human Resources, instructional materials, transportation		\$0.00
1	18	3			\$0.00
1	19	3			\$0.00
<b>Sub-Total</b>					\$0.00
<b>199 PIC 25 Bil</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	10	8	Region 13 Online Bilingual/ESL learning Opportunities, Linguistic Instructional Alignment Guides		\$0.00
1	10	10			\$20,000.00
1	10	11			\$1,500.00
<b>Sub-Total</b>					\$21,500.00
<b>199 PIC 31 HS Almt</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2	TSI Units		\$10,000.00
<b>Sub-Total</b>					\$10,000.00
<b>211 Title I A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>

1	3	15			\$190,000.00
1	10	6			\$170,000.00
1	10	9			\$112,000.00
1	12	13	Human Resources, instructional materials, transportation		\$40,000.00
1	15	6			\$0.00
1	18	3			\$0.00
1	19	3			\$0.00
1	19	4			\$30,000.00
1	20	4			\$375,000.00
3	1	2			\$6,000.00
3	1	5			\$3,000.00
<b>Sub-Total</b>					\$926,000.00

**Title I C**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	14	2			\$33,000.00
1	14	3			\$500.00
1	14	4			\$5,000.00
1	14	5	Supplies for Migrant summer program		\$1,000.00
1	14	6			\$0.00
1	14	7			\$8,000.00
1	14	8			\$500.00
<b>Sub-Total</b>					\$48,000.00

**Title I D**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	12	14	APEX Curriculum		\$0.00
1	12	15			\$0.00
<b>Sub-Total</b>					\$0.00

**212 Federal**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	14	9			\$5,000.00
<b>Sub-Total</b>					\$5,000.00
<b>255 Title II</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	7	PD Stipends for ICs, TBs		\$90,000.00
1	3	9			\$0.00
1	3	21			\$60,000.00
1	18	4			\$1,500.00
1	20	4			\$187,000.00
1	20	6	Travel and Registration	255-XX-6239 or 6411	\$14,000.00
1	20	7			\$16,000.00
1	20	8			\$11,000.00
1	20	9			\$9,000.00
1	20	12			\$2,500.00
2	3	3	ESC Professional Development Support	255.13.6239	\$5,000.00
<b>Sub-Total</b>					\$396,000.00
<b>263 Federal Bilingual</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	10	2	Region 13 staff		\$5,500.00
1	10	6			\$29,000.00
1	10	7			\$5,500.00
1	10	8			\$1,250.00
1	10	10			\$20,000.00
1	10	12			\$1,100.00
<b>Sub-Total</b>					\$62,350.00
<b>649 Technology Bond</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

1	11	1	Laptops, Document Cameras, Mobile Technology, Data Center		\$3,500,000.00
<b>Sub-Total</b>					\$3,500,000.00
<b>Grant - Homeless</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	15	2		206.32.00.907.5.24.401.6394	\$10,681.00
1	15	3		206.11.00.907.5.24.401.6118	\$8,987.00
1	15	7			\$0.00
<b>Sub-Total</b>					\$19,668.00
<b>Grand Total</b>					\$5,685,622.60

# Addendums

**SEGUIN INDEPENDENT SCHOOL DISTRICT  
MIGRANT EDUCATION PROGRAM  
2016-2017**

District Improvement Plan (DIP) Attachment for Migrant Priority for Services (PFS) Students

**GOAL:** To assess the specific academic needs of Migrant PFS students with targeted instructional and support services.

**OBJECTIVE:** To monitor academic progress of PFS students and evaluate the effectiveness of the services provided.

<b>PRIORITY FOR SERVICES (PFS) ACTION PLAN</b>			
<b>ACTION</b>	<b>TIMELINE</b>	<b>RESPONSIBILITY</b>	<b>METHOD OF EVALUATION</b>
Provide PFS criteria and updates on the New Generation System (NGS) PFS reports to campus staff.	August - December	Migrant Coordinator/ NGS Specialist Campus Principals Campus Asst. Principals	<ul style="list-style-type: none"> <li>• Federal Programs Presentation</li> <li>• Staff Development Sign-In Sheets</li> </ul>
Generate, distribute, and review PFS Reports. Reports will be distributed to campus contacts on a monthly basis.	Monthly	Migrant Coordinator/ NGS Specialist Campus Counselors Campus Principals Campus Asst. Principals	<ul style="list-style-type: none"> <li>• PFS Reports and emails</li> <li>• PFS Reporting Forms</li> </ul>
PFS Awareness Sessions will be conducted for district, campus staff, and parents during regularly scheduled Parent Advisory Council (PAC) meetings. Information will be presented to parents of PFS students to explain how and why they will be contacted regarding their students' academic performance.	Year-Round	Migrant Coordinator/ NGS Specialist	<ul style="list-style-type: none"> <li>• PAC Presentation</li> <li>• PAC Agenda</li> <li>• PAC Sign-in Sheet</li> </ul>

ACTION	TIMELINE	RESPONSIBILITY	METHOD OF EVALUATION
Ensure PFS students have access to all the services for which they are eligible-instructional, community resources, and supplemental services.	Year-Round	Migrant Coordinator Campus Counselors Campus Principals Campus Asst. Principals	<ul style="list-style-type: none"> <li>• PFS Reporting Forms</li> <li>• Email Communication</li> <li>• Campus and Home Visits</li> </ul>
Generate, review, and distribute Campus Migrant Listings from the New Generation Systems and the district database. Listings will be distributed to Campus Principals, Asst. Principals, Nurses, Counselors and Registrars.	Monthly	Migrant Coordinator/ NGS Specialist Campus Principals Campus Asst. Principals Campus Counselors Campus Nurses Campus Registrars	<ul style="list-style-type: none"> <li>• PFS Reports and emails</li> <li>• PFS File</li> </ul>
Collect and review migrant student data to ensure progress towards graduation and accuracy of graduation plans.	Fall 2016 Spring 2017	NGS Specialist Campus Counselors Campus Principals Campus Asst. Principals	<ul style="list-style-type: none"> <li>• Graduation Plans</li> <li>• Email Communication</li> <li>• STARR EOC Test Results</li> <li>• Failure Reports</li> <li>• Migrant Student Graduation Rates</li> </ul>
Update parents on the academic progress of their children.	September to June	Migrant Coordinator Coordinator of Academic Support	<ul style="list-style-type: none"> <li>• Home Visits</li> <li>• Progress Reports</li> <li>• Report Cards</li> </ul>
Refer migrant students failing at least one core course to tutoring and credit recovery options. Refer migrant students to summer school, as needed.	September to June	Migrant Coordinator/NGS Specialist Coordinator of Academic Support Campus Counselors Campus Principals Campus Asst. Principals Migrant Tutors Summer School Staff	<ul style="list-style-type: none"> <li>• PFS Reporting Form</li> <li>• Correspondence regarding Tutoring, Credit Recovery, and Summer School Programs</li> <li>• Promotion Rates</li> </ul>

ACTION	TIMELINE	RESPONSIBILITY	METHOD OF EVALUATION
Provide the Migrant Achievers Club in collaboration with the McKinney-Vento Program for students in grades 6 <sup>th</sup> to 8 <sup>th</sup> grades to promote student achievement, college awareness, leadership and team-building skills.	Fall 2016 Spring 2017	Migrant Coordinator	<ul style="list-style-type: none"> <li>• Agenda</li> <li>• Sign-In Sheets</li> </ul>
Provide Matador LEADERS Club sessions for active 9 <sup>th</sup> to 12 <sup>th</sup> grade migrant students to support student achievement, academic success, build self-esteem, provide leadership and team-building opportunities, and increase college and career readiness. Trips include St. Edwards College Assistance for Migrant Program Preview Day, Young Leaders Conference-St. Philips College, Project Pathway-ESC 13, Close-Up Foundation-Washington DC Trip.	September to June	Migrant Coordinator	<ul style="list-style-type: none"> <li>• Agenda</li> <li>• Sign-In Sheets</li> <li>• Registration Forms when applicable</li> </ul>
The Migrant Education Program will collaborate with the District Student Services Office to provide support in the areas of attendance, drop-out prevention, and social service referrals.	August to June	Migrant Coordinator/ NGS Specialist Student Support Officers Student Support Coordinator Executive Director of Student Services	<ul style="list-style-type: none"> <li>• PFS Reporting Forms</li> <li>• Email Communication</li> <li>• Truancy Notes</li> <li>• District Drop Out Rates</li> <li>• District Promotion Rates</li> </ul>