

Seguin Independent School District
District Improvement Plan
2017-2018



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

Seguin ISD is a 5A district with approximately 7406 students. The district serves PK through 12th grade with an ethnic breakdown of about .5% Asian, 5% African American, 70% Hispanic, and 23% white. Enrollment numbers by grade are: PK - 518, KG - 502, 01 - 521, 02 - 550, 03 - 553, 04 - 536, 05 - 600, 06 - 571, 07 - 534, 08 - 499, 09 - 604, 10 - 508, 11 - 475, 12 - 419. The district has about 67% economically disadvantaged students. Sub-population numbers/percentages are: Bilingual (903 - 12%), Special Education (715 - 9.6%), At-Risk (3813 - 51.5%), Migrant (59 - .8%), Homeless (72 - 1%), Title 1 (3782 - 51%), 504 (445 - 6%) and Gifted and Talented (485 - 7%). Overall enrollment is on a declining trend over multiple years with a decrease of approximately 70 students from the 2015-2016 school year to the present. In a comparison with sub-populations the following are approximations to increases/decreases: Bilingual (+ 40 students), Special Education (+ 20 Students), At-Risk (+ 30 Students), Economically Disadvantaged (-20 students), Migrant (-30 Students), Gifted and Talented (+40 Students), Homeless (+ 40 Students * nearly doubled) Title 1 (- 160 Students), and 504 (+ 95 students * nearly 20% increase). 4 year graduation rates increased from 88.4% to 91.9% in 2015 which is above the state average, but below the region. 5 year graduation rates increased from 91.8% to 92.9% in 2014 which is above the state average, but below the region. Attendance declined from 94.1% to 93.7 % and are below the region and state averages. The annual dropout rate decreased from 0.3% to 0.2% and is better than the region and state average.

Graduation percentages are 8.8% minimum program, 86.8% Recommended and 4.3% foundations (no Endorsements). Elementary class size is approximately 20 in grades KG through 05 and comparable to state averages. Secondary class sizes are: English (14.8 and 2.3 lower than the state), Foreign Language (13.6 and 5.5 lower than the state average), Mathematics (14.1 and 4 below the state average), Science (12.6 and 6.5 below the state average), and Social Studies (16.1 and 3.4 below the state average).

Teacher demographics: African American (3.6% *6% *below the state average and 2.4% below the student representation), Hispanic (26.7%, but 43.3% below the student representation), White (69.3% * 9% above the state average, but 46.3% above the student representation), American Indian (1%) and Asian (1%). The teacher turnover rate 18.1% and 1.6% above the state average. The numbers of teachers by program is: Bilingual (3.7% * 2.2% below the State average), CTE (4.2%), Compensatory education (0.2%*2.7% below the state average), Gifted and Talented (1.9%), Regular Education (83.1% and 8.5% above the state average), Special Education (4.2% and 4.6% below the state average). All teachers are certified and highly qualified. In addition paraprofessionals are also highly qualified.

During the 2016 school year, 105 student left to be home-schooled, 9 left to private schools.

The other major employers in the area include the Guadalupe Regional Hospital and Texas Lutheran University. SISD works directly with TLU to support student growth with tutoring services in the PK and elementary levels.

Demographics Strengths

SISD class sizes are at or below the state average in all areas.

All teachers are highly qualified.

SISD Has fewer beginning teachers as compare to the state (7.4% as compared to 8.1%)

Annual dropout rate is nearly 2% below the state rate and 1% below the regional rate.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The hiring of new teachers has been unable to keep up with the population of underrepresented students. **Root Cause:** There is an increase in underrepresented student populations as the overall population of students decreases.

Student Achievement

Student Achievement Summary

The current state accountability system, in place since 2013, 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, Weinert Elementary, McQueeney Elementary, and Patlan Elementary earned distinctions in Academic Achievement; Rodriguez Elementary, Weinert Elementary, and McQueeney Elementary earned distinctions in the Top 25% Student Progress; and Rodriguez Elementary and Weinert Elementary earned distinctions in Postsecondary Readiness.

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 2016 was 60%. Weinert and Koennecke elementary schools met 100% of their safeguards; the District and 8 campuses missed at least one system safeguard.

A 3-year longitudinal summary for each subject and grade is presented below. The source of the data is from Pearson and ETS summary reports, STAAR Test version only.

Reading 2014-15 2015-16 2016-17

Grade 3	63	75	69
Grade 4	59	70	70
Grade 5	82	77	78
Grade 6	65	61	54
Grade 7	66	63	63
Grade 8	77	79	76

Math 2014-15 2015-16 2016-17

Grade 3	59	77	72
Grade 4	60	66	78
Grade 5	66	82	82
Grade 6	63	61	59
Grade 7	62	63	58
Grade 8	62	68	76

Writing 2014-15 2015-16 2016-17

Grade 4	58	59	64
Grade 7	61	63	59

Science 2014-15 2015-16 2016-17

Grade 5	65	69	67
Grade 8	60	56	63

Social Studies 2014-15 2015-16 2016-17

Grade 8	59	57	56
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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

The following are identified areas of strengths:

- instructional strategies are in place
- guided reading and leveled intervention strategies are implemented
- Math and reading assessment data trends reflect bigger gains in the earlier years.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The district continues to score below the state average on state assessments **Root Cause:** Foundations in math and reading are not properly addressed and therefore issues continue in higher grades.

Problem Statement 2: Special Education and ELL students consistently score below state average on state assessments. **Root Cause:** Tiered instruction is not implemented consistently across the district.

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, coordinates with local mental health agencies, 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

- The District supports behavior interventions with annual PBIS and classroom management training for all new teachers in addition to offered behavior training for existing teachers. Professional development is necessary to ensure consistent implementation of Tier 1, 2 and 3 behavior interventions across the district.
- District and campus administrators are provided annual and recurring training on RtI strategies and procedures, including the maintenance of SISD's RtI Guidance Document available for all staff reference.
- Increased coordination with local law enforcement, emergency management and community mental health services as evidenced by regularly attended meetings and developed plans for middle school security improvements, recommendation for Communities in Schools and annual 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 Fine Arts, P.E. and Wellness, Community and Parental Involvement, Second Language Acquisition Program, Digital Learning Environment, Dropout Prevention Strategies and the Gifted and Talented Program.
- Annually conducted Benchmarks of Quality surveys available to all campuses through Region 13 with results historically showing consistently strong implementation of Tier 1 PBIS in elementary schools.
- Climate Survey is conducted annually for the staff.
- Annually conducted Benchmarks of Quality surveys available to all campuses through Region 13 with results historically showing consistently strong implementation of Tier 1 PBIS in elementary schools.
- Climate Survey is conducted annually for the staff.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: Maintaining fidelity of Tier 1 PBIS and Tier 2 behavior interventions in every classroom, on every campus for behavior management.

Problem Statement 2: Consistent review of discipline data to identify trends and reduce suspensions and discipline alternative school placements, particularly for sub populations and special education students.

Problem Statement 3: Mental health support including crisis response, case management, and therapy.

Problem Statement 4: Implementation of a research based social skills character education program.

Problem Statement 5: Stable leadership.

Problem Statement 6: Forum for open discussion and communication of information to community and staff.

Problem Statement 7: Increase community involvement and support.

Problem Statement 8: Comprehensive health and wellness plan to develop well rounded students.

Problem Statement 9: Implementation of a student climate survey.

Problem Statement 10: Expand mentoring programming with interested local resources and campus staff.

Problem Statement 11: Increase support for social emotional growth and restorative justice principles.

Problem Statement 12: Continued focus on facility improvement.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

High teacher turnover over the years and maintaining competitive salaries has been a concern for Seguin ISD. Although the turnover rate has improved by decreasing from 21.0% to 18.1%, the district would still like to improve teacher retention. Steps to improve retention: Educator compensation has been identified as an area of concern in regard to other competitive school districts. This past year, the teacher salary schedule was revised to target teachers in the 8-15 year experience category. This was done to assist with teacher retention with some of our talented veteran teachers. The district has developed a Trailblazer program to identify master teachers within the school district. Once identified, the teachers obtain a leadership role within the campus and earn a \$3000 stipend and four days of extra duty pay at their daily rate.

This year the district will address the current First Year Teacher Mentor Program. The new teacher will be partnered with an experienced, master teacher, preferably at the same grade level and/or content. The mentor and the mentee will have three half-days of planning time during the school year. Substitutes will be provided for the mentor and mentee in order for them to work together on planning, data disaggregation, student intervention plans, and assessments.

Staff Quality, Recruitment, and Retention Strengths

Improved teacher salary schedule

Additional stipends for teacher leaders

Easy accessibility to relevant student data

Improved technology support for teachers

Growing our own leaders with trailblazers

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The district needs a comprehensive teacher mentor program for new teachers.

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 or Calendars 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 through the district's Response to Intervention (RtI) Guidance Document. 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, Curriculum-Based Assessments (CBAs), and Checkpoints include released STAAR or STAAR-like questions. 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 or Calendars provide further curriculum support for teachers in core content areas
- Continued use 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
- A tiered approach to instruction is encouraged to meet the needs of all students
- The PLC model was continued to improve instructional practices
- Updated district grading guidelines for the current school year
- Elementary campuses continue to focus on small group instruction within Tier 1 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) for tested grade levels
- A district assessment calendar was created to include Benchmark, Curriculum-Based Assessments, Checkpoints 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

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Seguin ISD lacks an updated curriculum management plan. **Root Cause:** Leadership in the Curriculum and Instruction Department has been unstable with inconsistent capacity in the areas of curriculum, instruction and assessment.

Problem Statement 2: The district instructional model is not consistent PK-12. **Root Cause:** Leadership in the Curriculum and Instruction Department has been unstable with inconsistent capacity in the areas of curriculum, instruction and assessment.

Problem Statement 3: The district assessment plan needs to be updated for consistency in assessment practices PK-12. **Root Cause:** Leadership in the Curriculum and Instruction Department has been unstable with inconsistent capacity in the areas of curriculum, instruction and assessment.

Family and Community Involvement

Family and Community Involvement Summary

Parent, family and community involvement in education correlates with higher academic performance and school improvement.

Family and Community Involvement Strengths

Campus-level opportunities exist for parental participation.

Campus and District information is readily shared.

Community groups have expressed interest in supporting district schools.

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: There is a need to increase parental involvement to positively affect student academic performance. **Root Cause:** In certain instances, parents do not have resources and information to support their child's education.

Problem Statement 2: Partnerships must be strengthened and nurtured with area business/industry and colleges/universities. **Root Cause:** The district has made decisions that are points of concern to several stakeholder groups.

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 K-8 classroom technology consists of a teacher computers, 4-5 student computers in core classrooms, 5-6 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), , robotics equipment, printers, 3D printers. High school consistent of labs for classrooms, laptop carts in all science rooms, laptops carts in dual credit classrooms, 6 laptop carts for shared use, and 5 Chromebooks carts for shared use. The network provides good speed and reliability. Professional development is widely available to meet the diverse needs of teachers.

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
- K-5 campuses offer technology application courses as part of the specials rotation
- There are many CTE cours offereing with technology focus

Problem Statements Identifying Technology Needs

Problem Statement 1: The requirements for technology to access instructional materials has increased. **Root Cause:** The use of online resources, the advancement of blended learning, and the need to access online assessments has created a greater need for technology in the classroom.

Problem Statement 2: There is a need to meet bandwidth and device access demends of all district users. **Root Cause:** Bandwidth limits as well as limited access to devices can provide obstacles to the learning environment.

Problem Statement 3: Teachers use more technology as part of the instructional program in their classroom. **Root Cause:** Most instructional materials are

now only offered in digital formats.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- 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
- Accountability Distinction Designations
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

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.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data

- 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.
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

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: TEACHING AND LEARNING - By focusing on curriculum alignment, instructional practices, and support for special programs and sub-populations, Seguin ISD will show an increase in the Student Achievement and the Closing the Gap domains.

Evaluation Data Source(s) 1: Curriculum Management Plan, Professional Development Plan, Lesson Plans, Local Assessments, Program Enrollment, Previous Year Index Data Tables, Special Program Evaluations, Literacy Reading Levels, Universal Screener data


Summative Evaluation 1:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Continue to utilize TEKS Resource System documents (YAG, IFD, TVD, VAD) to provide standards-based instruction in all core classrooms</p>		Assistant Superintendent of C&I	Assessment Data				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Utilize Seguin ISD Backward-design Planning Protocol Process during common planning time led by Instructional Coaches/TrailBlazers.</p>		Assistant Superintendent of C&I	Assessment Data				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) District will provide learning opportunities to campus leaders in data analysis processes to determine campus areas of strengths and needs in order to drive instructional practices.</p>		Assistant Superintendent of C&I	Assessment Data				
<p>4) The District will develop data analysis team to determine district-wide areas of strengths and needs in order to drive instructional practices.</p>		Assistant Superintendent of C&I	Assessment Data				

<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>5) The District data analysis team will analyze the system safeguard data to identify sub-populations below state expectations and develop targeted actions plans. (TIP)</p>		Assistant Superintendent of C&I	Targeted intervention plans.				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>6) Implement district-wide benchmarks and CBAs with follow-up data analysis.</p>		Assistant Superintendent of C&I	Assessment Data				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>7) Integrate Professional Learning Communities that are data-driven and will steer effective instructional practices to support deficits across sub-groups.</p>		Assistant Superintendent of Learning and Leadership Services	PLC agendas and sign-in sheets				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>8) Continue use of math and reading Universal Screeners for PreK-8 students</p>		Assistant Superintendent of C&I	Universal screener data				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>9) The District will utilize the 5E Model, Common Instructional Framework, and Fundamental Five to provide a consistent instructional practices for all teachers.</p>		Assistant Superintendent of C&I	Lesson plans, Assessment Data				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>10) Continue to provide a science coordinator who will organize 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>11) Continue to provide Science Fair as an extension opportunity for students to build a rigorous science foundation.</p>		Science Coordinator	Science Fair				

Funding Sources: 255 Title II - 0.00, 199-General Fund - 0.00


<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>12) Provide on-going professional learning in the area of balanced literacy (including Guided Reading) and differentiated instruction to support consistent instructional practices in ELAR classrooms.</p>		Directors of Elementary and Secondary Education	Universal Screener data Running Records				
<p>13) Provide a dyslexia and reading interventionist at each elementary campus to assess students for dyslexic tendencies, support implementation of the Dyslexia Intervention Program (DIP), and provide reading intervention services.</p>		Assistant Superintendent of C&I, Principal	Universal Screener data				
Funding Sources: 199-General Fund - 190000.00							
<p>14) Implement and monitor programs and procedures outlined in the Seguin ISD Dyslexia Handbook.</p>		Assistant Superintendent of C&I	Completion rates of the DIP; Monitoring forms.				
<p>15) C&I Coordinators will attend professional development meetings and conferences relevant to their content and/or program.</p>		Assistant Superintendent of C&I	Building capacity in instructional leaders through district-level PD sessions.				
<p align="center">System Safeguard Strategy Critical Success Factors CSF 1</p> <p>16) Develop a plan to support integrated reading and writing practices across content areas to address the upcoming revised ELAR TEKS.</p>		Assistant Superintendent of C&I	District level ELAR plan				
<p>17) Maintain Instructional Resources Inventory using TIPS Web software.</p>		Directors of Elementary and Secondary Curriculum, Purchasing Coordinator	Inventory				
<p>18) Continue to utilize PASS+R as a source of student data for data analysis and decision-making purposes.</p>		Deputy Superintendent; Assistant Superintendent of Technology	Module Reports				
Funding Sources: 199-General Fund - 49000.00							
<p>19) Provide Director of Federal Programs and secretary to manage the administration of the Every Student Succeeds Act (ESSA) grant, including the application, budgets, compliance, and training as necessary.</p>		Director of Federal/State Accountability	ESSA Application Federal Budgets Campus Worksheets Staffing Charts Compliance Report and supporting documentation, Job description, time and effort forms.				
Funding Sources: 211 Title I A - 65000.00							



<p align="center">Critical Success Factors CSF 7</p> <p>20) Continue to monitor and maintain all professional learning through an online management system (Eduphoria).</p>		<p>Director of Professional Learning</p>	<p>PD Sign in Sheets, Eduphoria reports</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>21) Provide support to middle school campuses in the implementation of the Strategic Instruction Model (SIM).</p>		<p>Director of Professional Learning, Director of Secondary Education</p>	<p>Professional training agendas, Region 13 contract, unit organizers</p>				
<p>Problem Statements: Curriculum, Instruction, and Assessment 2</p>							
<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>22) Continue to utilize instructional coaches, TrailBlazers, and district instructional coordinators to provide instructional support and job-embedded professional development to teachers.</p>		<p>Assistant Superintendent of C&I,</p>	<p>Job descriptions, time and effort, training agendas and sign-in sheets.</p>				
<p>Funding Sources: 255 Title II - 232000.00</p>							
<p>23) Support campus leadership in the implementation of the Professional Learning Communities (PLC) model.</p>		<p>Director of Professional Learning</p>	<p>PLC Agenda, Sign-in sheets</p>				
<p>Funding Sources: 211 Title I A - 15000.00, 255 Title II - 3000.00</p>							
<p align="center">Critical Success Factors CSF 3 CSF 7</p> <p>24) Title II Funds will be utilized to provide Professional Development, workshop, and conference opportunities to teachers, Instructional Coaches, Directors, and/or Coordinators to build leadership and instructional capacity.</p>	<p>1</p>	<p>Federal Programs Director, Director of Professional Learning</p>	<p>Workshop/Training Certificate</p>				
<p>Funding Sources: 255 Title II - 14000.00</p>							
<p>25) Utilize Title II funds to provide professional development to participating Private Non-Profit schools in the district.</p>		<p>Director of Federal Programs</p>					
<p>Funding Sources: 255 Title II - 11000.00</p>							
<p>26) Develop a Professional Learning framework based on survey of identified campus and district needs.</p>		<p>Director of Professional Learning</p>	<p>Training agendas, sign-in sheets, Eduphoria reports</p>				
<p align="center">Critical Success Factors CSF 5</p> <p>27) Advertise Pre-K Program including Head Start to community members to ensure families are aware of the services provided for eligible children.</p>		<p>Assistant Superintendent of C&I, Principal of Ball ECC</p>	<p>During registration an informal questionnaire will be given to inform how the parent heard about the services.</p>				
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>28) Explore the district's Phonological Awareness instructional program and develop a professional learning plan for Early Childhood.</p>		<p>Director of Elementary and Multilingual Education, Director of Professional Learning</p>	<p>Professional Learning Plan</p>				





<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>29) 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>		<p>Campus Administrators, Special Education Director, Special Education Supervisors</p>	<p>Certificate of Completion, Sign-In Sheets, Walk-through Data</p>				
<p>Funding Sources: 199 PIC 23 SpEd - 3000.00</p>							
<p>Critical Success Factors CSF 4 CSF 7</p> <p>30) Review district behavior programs for students with disabilities to evaluate program effectiveness and develop program guidelines.</p>		<p>Director of Special Education</p>	<p>Program review data, program guidelines</p>				
<p>Funding Sources: 224 Federal SpEd - 5000.00</p>							
<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>31) Continue to create, implement, and monitor an Intensive Plan of Instruction (IPI) for each special education student not passing state assessments.</p>	<p>9</p>	<p>Director of Special Education, Campus Principals & Assistant Principals</p>	<p>ARDC documentation & deliberations, IPI plans, principal attestation documents</p>				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>32) Review special education programs to ensure that the district is providing a full continuum of services.</p>		<p>Campus Principals, Director of Special Education</p>	<p>Master Schedules, IEPs</p>				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>33) Support the master schedule planning process to increase collaboration and participation of special education, BE/ESL, and CTE teachers in the instructional planning process.</p>		<p>Campus administrators, Director of Special Education, Director of Elementary and Multilingual Education, Director of Career & Technology</p>	<p>Master Schedules, Teacher Availability Report</p>				
<p>34) 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>				


<p align="center">Critical Success Factors CSF 1 CSF 2</p>		District GT Coordinator	Data from student screening and an increase in the number of students identified for GT services				
35) Continue to screen all kindergarten students with an abilities measure to identify potentially gifted students.		Funding Sources: 199 PIC 21 GT - 6000.00					
<p align="center">Critical Success Factors CSF 1 CSF 7</p>		Assistant Superintendent of C&I , Director of Secondary and Advanced Academics	Information disseminated to staff communicating 30 Hour GT offerings, Laying the Foundation offering and documentation of staff completing the hours.				
36) Provide the 30 hour GT Foundation Training for K-12 teachers.		Funding Sources: 199-General Fund - 5000.00					
<p align="center">Critical Success Factors CSF 1 CSF 7</p>		Assistant Superintendent of C&I, Director of Secondary and Advanced Academics	Agendas, training-sign-in sheets, depths and complexity icon used in lessons.				
37) Provide staff the required 6 hr GT update training in the areas of differentiation.			Superintendent, Task Force Leads	3-Year Strategic Plan			
38) Establish District Task Forces to investigate current trends in the areas of Gifted & Talented, Bilingual/ESL, Special Education, and Post-Secondary Readiness to develop a 3-year strategic plan.			Bilingual/ESL Coordinator Campus Administrators	LPAC documents Campus Audits LPAC clerk meeting			
39) 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.		Funding Sources: 199-General Fund - 0.00					
<p align="center">System Safeguard Strategy</p>		Bilingual/ESL Coordinator Campus Administrators	LPAC minutes Failure Reports Principal Assurance				
<p align="center">Critical Success Factors CSF 1</p>		40) Continue to monitor the implementation of the ELL Plan for Success to measure academic progress of ELLs					
<p align="center">Critical Success Factors CSF 1</p>		Bilingual/ESL Coordinator Campus Administrators	Time and Effort Campus professional learning article submission Para-professional schedules				
41) Utilize Title I-A and Title III-A Funds for BE/ESL paraprofessionals to provide campus-level LEP support for delivery of rigorous and relevant instruction and the implementation of school improvement activities.		Funding Sources: 211 Title I A - 171000.00, 263 Federal Bilingual - 30000.00					

<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>42) Utilize Title III funds to purchase supplemental instructional materials to increase language proficiency and academic performance of Recent Immigrants/Recent Arrivals</p>	<p>Bilingual/ESL Coordinator Campus Administrators</p>	<p>lesson plans Rosetta Stone reports TELPAS</p>				
<p>Funding Sources: 263 Federal Bilingual - 4500.00</p>						
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>43) Continue to provide ELPS and Sheltered Instruction professional learning for teachers, instructional support staff and campus administrators</p>	<p>Bilingual/ESL Coordinator Campus Administrators</p>	<p>sign in sheets Agendas certificates</p>				
<p>Funding Sources: 263 Federal Bilingual - 8300.00</p>						
<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>44) Utilize Title I funds to provide Bilingual Interventionists to serve ELLs at the 4 bilingual quadrants (K-5)</p>	<p>Bilingual/ESL Coordinator Campus Administrators</p>	<p>teacher schedule job description contract</p>				
<p>Problem Statements: Student Achievement 2 Funding Sources: 211 Title I A - 77000.00</p>						
<p>System Safeguard Strategy Critical Success Factors CSF 4</p> <p>45) 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.</p>	<p>Bilingual/ESL Coordinator Campus Administrator</p>	<p>schedule job description time and effort documentation</p>				
<p>Funding Sources: 199-General Fund - 20000.00, 263 Federal Bilingual - 20000.00</p>						
<p>46) Multilingual Director and BE/ESL coordinator will participate in supplemental professional learning to enhance the ELL instructional program.</p>	<p>Director of Elementary and Multilingual Education, Bilingual/ESL Coordinator</p>	<p>Conference registration, agenda and certificate of completion.</p>				
<p>Funding Sources: 263 Federal Bilingual - 300.00</p>						
<p>47) Provide English Language Learner language development professional learning to preK-12 bilingual/ESL teachers.</p>	<p>BE/ESL Coordinator</p>	<p>Registration, ESC Contract, Sign-in sheet, handouts, agenda</p>				
<p>48) Provide social services and interventions for our Early Childhood Program</p>	<p>Early Childhood Campus Principal</p>	<p>Increased student attendance and decreased number of students identified as At Risk in PreK</p>				

<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>49) 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>		Assistant Superintendent of C&I	Monthly review of campus RtI Student Monitoring Report				
<p align="center">Critical Success Factors CSF 1</p> <p>50) Develop multi tiered systems of support for academic and behavior systems.</p>		Assistant Superintendent of C&I	Tier 2 and Tier 3 Intervention Menus for Mathematics and English Language Arts				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>51) 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>		Assistant Superintendent of C&I	SSI scores, summative assessment scores, student grades				
<p>52) Utilize Title I, part D funds to provide a teacher aide to work with students at the Juvenile Detention Center.</p>		Principal, JDC	HR records, time and effort				
<p align="center">Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>53) Incorporate digital art lessons into the K-5 Tech Apps class</p>		Director of Fine Arts, Assistant Superintendent of Technology, Director of Digital Learning, Instructional Technologists	Student projects, lesson plans, Tech Fair/school art show/				
<p align="center">Equity Plan Strategy Critical Success Factors CSF 1 CSF 5 CSF 6 CSF 7</p> <p>54) Each elementary campus will require music classes as an elective. Staffing will include certified music teachers.</p>		Elementary Principals, Director of Fine Arts	Master Schedule, teacher certification, lesson plans				
<p align="center">Equity Plan Strategy Critical Success Factors CSF 1 CSF 5 CSF 6 CSF 7</p> <p>55) 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.</p>		Chief Academic Officer/School Improvement, Campus Principals, Director of Fine Arts	Master Schedule, teacher certification, student participation rate by elective				

<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>56) Provide on-going professional development to Fine Arts teachers on instructional materials and best practices for all fine arts genres, presented through area and state organizations (TMEA, etc).</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 - 0.00</p>						
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>57) 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>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>58) Offer physical education classes that meet the individual needs of students and are aligned with the TEKS</p>	<p>PE/Outdoor Education Coordinator</p>	<p>Course Selection Guide Master Schedule</p>				
<p>59) Provide up-to-date technology at each campus to get to 2.5 to 1 device ratio at K-8 core classrooms.</p>	<p>Assistant Superintendent of Technology and Curriculum Support</p>	<p>Inventory, classroom visits.</p>				
<p>Problem Statements: Technology 1, 2</p>						
<p>Funding Sources: 649 Technology Bond - 600000.00, 199-General Fund - 98000.00</p>						
<p>60) Provide professional development for staff that meets the instructional goals of the district and promotes the use of technology in the classrooms</p>	<p>Assistant Superintendent of Technology and Curriculum Support, Director of Digital Learning, Director of Professional Learning</p>	<p>Course Agendas, Sign in Sheets, Attendance, Eduphoria</p>				
<p>Problem Statements: Technology 3</p>						
<p>Funding Sources: 199-General Fund - 10000.00</p>						
<p>61) Maintain and support the use of classroom technologies for staff and students.</p>	<p>Campus administrator, Assistant Superintendent of Technology and Curriculum Support, Director of Digital Learning</p>	<p>Student projects, Review of teacher walk throughs and evaluations, PD sessions</p>				
<p>Problem Statements: Technology 3</p>						
<p>Funding Sources: 199-General Fund - 100000.00</p>						

62) 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	Director of Digital Learning; Campus Technology Teachers; Assistant Superintendent of Technology and Curriculum Support; Campus principals	Scope and sequence, lesson plans, classroom observations				
	Problem Statements: Technology 3 Funding Sources: 199-General Fund - 20000.00					
63) Maintain and support campus library media centers, classrooms technologies, and infrastructure.	Campus Technology Teachers; Assistant Superintendent of Technology and Curriculum Support; Director of Digital Learning; Campus principals	Equipment is maintained, operational, and available as needed.				
	Problem Statements: Technology 3 Funding Sources: 199-General Fund - 50000.00					
64) Conduct an annual STEAM fair to highlight technology initiatives throughout the district for parents and community members.	Director of Digital Learning	Program for event, attendance numbers				
	Problem Statements: Technology 3 Funding Sources: 199-General Fund - 5000.00					
65) Organize free Summer Camps that provide a wide range of experiences for students. Plan to serve 400 or more physical education, technology, arts, science, and other topics that align with district initiatives.	Director of Digital Learning	Program for event, registration data, Board presentation				
	Funding Sources: 199-General Fund - 47640.00					
66) 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				
	Problem Statements: Technology 1, 2, 3 Funding Sources: 199-General Fund - 14000.00					

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>67) Create and maintain budgets to support the equipment and resources needed to create diverse programs within physical education, afterschool clubs/intramurals & athletics</p>	PE/Outdoor Coordinator	District wide Physical Education Budget Program participation				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>68) Create and maintain budgets to support professional development for physical education and outdoor education teachers</p>	PE/Outdoor Coordinator	District wide Physical Education Budget Program participation				
Funding Sources: 199-General Fund - 0.00						
69) Support district science teachers through a process that unpacks the new TEKS.	District Science Coordinator	Improvement in state accountability and district CBAs in tested and non-tested grade levels.				
70) Support district science teachers through a process that unpacks the new TEKS.	District Science Coordinator	Improvement in state accountability and district CBAs in tested and non-tested grade levels.				
						

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: The district continues to score below the state average on state assessments Root Cause 1: Foundations in math and reading are not properly addressed and therefore issues continue in higher grades.
Problem Statement 2: Special Education and ELL students consistently score below state average on state assessments. Root Cause 2: Tiered instruction is not implemented consistently across the district.
Curriculum, Instruction, and Assessment
Problem Statement 2: The district instructional model is not consistent PK-12. Root Cause 2: Leadership in the Curriculum and Instruction Department has been unstable with inconsistent capacity in the areas of curriculum, instruction and assessment.
Technology
Problem Statement 1: The requirements for technology to access instructional materials has increased. Root Cause 1: The use of online resources, the advancement of blended learning, and the need to access online assessments has created a greater need for technology in the classroom.
Problem Statement 2: There is a need to meet bandwidth and device access demands of all district users. Root Cause 2: Bandwidth limits as well as limited access to devices can provide obstacles to the learning environment.
Problem Statement 3: Teachers use more technology as part of the instructional program in their classroom. Root Cause 3: Most instructional materials are now only offered in digital formats.

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: POST-SECONDARY READINESS - At the high school level, Seguin ISD will increase the opportunities for students to excel in indicators that reflect post-secondary readiness in the Student Achievement domain. At the middle and elementary schools, Seguin ISD will increase support for instruction at the Masters Grade Level.

Evaluation Data Source(s) 2: Cohort data, CTE program data, Early College High School program data, TSIA performance data, local and state assessment data, failure reports







Summative Evaluation 2:

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

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors 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	Evaluation of dual credit hours earned by SHS students. Students will have the opportunity to participate in dual credit courses based on criteria outlined in the Early College High School Memorandum of Understanding between Alamo Community College District and Seguin ISD, the Dual Participation Memorandum of Understanding between Texas Lutheran University and Seguin ISD, and the Si Mas-Building Bridges Memorandum of Understanding between Texas Lutheran University and Seguin ISD.				
	Funding Sources: 199-General Fund - 0.00						
<p>Critical Success Factors 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 also 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-General Fund - 10000.00						

<p align="center">Critical Success Factors 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>		<p>Director of Early College High School</p>	<p>2017-2018 Timeline of Recruitment Events include Middle School campus presentations to students in the College and Career Readiness course, TSI Testing, Data Reports, Parent Information Meeting Sessions, ECHS Website updates, field trips to St. Philip's College, and a recruitment video and social media.</p>				
<p align="center">Critical Success Factors 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) system 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;</p> <p>Demographics of middle school and/or high school AVID students in comparison to middle school and/or students who are not enrolled in AVID;</p> <p>BOB;</p> <p>Tutorology Schedule at the middle and high school campuses;</p> <p>AP, PSAT, SAT, ACT, STAAR and EOC scores for middle school and/or high school AVID students in comparison to middle school/high school students who are not enrolled in AVID;</p> <p>Dual Credits earned by AVID high school students in comparison to high school students who are not enrolled in AVID.</p>				
<p align="center">Critical Success Factors 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 November 2017 and May 2018 baseline data to July 2018 retest data for summer bridge students;</p> <p>Promote and recruit students for participation in the annual ECHS Summer Bridge Program;</p> <p>Mail letters home in the spring inviting 8th grade students to participate.</p> <p>Identify, hire, and train a qualified Summer Bridge Staff;</p> <p>Develop daily curriculum and team building activities for program.</p>				

<p align="center">Critical Success Factors 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">Critical Success Factors CSF 2</p> <p>7) Continue to utilize a student data dashboard that quickly and accurately delivers a snapshot view to staff monitoring students toward graduation.</p>		<p>Associate Supt. for Instructional Technology</p>	<p>Dashboard report template; Usage statistics; Accuracy audit report</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6</p> <p>8) 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>		<p>Director of CTE, Campus Counselors, Director of ECHS</p>	<p>PGP (Personal Graduation Plan) Enrollment data in a CTE sequence of courses.</p>				
<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>9) 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>		<p>Director of CTE Campus Counselors MS College and Career Readiness Instructors and HS CTE Staff</p>	<p>Career Assessment Portfolio standards and reports. Student portfolio documents</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>10) 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 Enrollment in CTE Sequence PGP (Personal Graduation Plan) document on file PEIMS participation code report for Fall and Summer submissions</p>				
<p>Funding Sources: 199 PIC 22 CTE - 0.00</p>							

<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>11) Seek opportunities to initiate, improve, expand and modernize quality career & 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>Funding Sources: 244 CTE Perkins - 0.00</p>							
<p>Critical Success Factors CSF 3 CSF 4</p> <p>12) Attend Master Schedule trainings to better serve all students through an articulated CTE Framework. (TIP)</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>  = Accomplished  = Continue/Modify  = 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: WHOLE CHILD SOCIAL-EMOTIONAL LEARNING - Seguin ISD will maintain and expand upon learning opportunities that support and reinforce the health and well-being of all students by addressing lifetime fitness, school attendance, and extra-curricular activities and the emotional support of all student populations.

Evaluation Data Source(s) 3: Student attendance, participation in extra curricular events, participation in parent events

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue dropout recovery efforts 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) Implement the Missing Matadors Matter initiative to engage parents and the community in student attendance. Use RaaWee's Truancy and Dropout Prevention Program to actively provide truancy and attendance interventions at the campus and district level.		Executive Director of Student Services, Campus Principals	Program reports Number of truancy court filings				
Funding Sources: 199-General Fund - 40000.00							
3) 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 truant students and those at-risk of dropping out of school.		Executive Director of Student Services Student Services Coordinator	Meeting agendas and sign in sheets Activity logs				
4) 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 - 10681.00							
5) Provide monthly McKinney-Vento rosters and meet with students failing one or more core courses.		Student Support Specialist/Homeless Liaison	Rosters, Grades, Attendance				
6) Provide LEADERS Program for Homeless students in June to build leadership and communication skills. 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 - 8987.00							

7) 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				
8) Provide liaison for Homeless services for secondary campuses	Director of Federal Programs	Human Resources records				
Funding Sources: 211 Title I A - 41000.00						
9) Provide Jr. Matador LEADERS Summer Summit for 6th thru 8th grade students experiencing homelessness in June to build leadership and communication skills and college/career awareness. Program includes facility rental, student transportation, 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						
10) Utilize Title I-C funds to continue to recruit, monitor, provide services, and attend training to serve Migrant students. Collaborate with ESC Region 13 for COE Reviewer Signature. (TIP)	Migrant Coordinator/Student Support Specialist	Campus Attendance reports, Student by Student TEAMS data, EOC data ESC Region 13 COE Reviewer Contract				
Funding Sources: 212 Title I C - 33000.00						
11) Provide Migrant Achievers Club for students in grades 6th thru 8th to promote student achievement, college awareness, leadership and team-building skills.	Migrant Coordinator/Student Support	Sign in sheets Lesson Plans Schedules				
Funding Sources: 212 Title I C - 500.00						
12) 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.	Migrant Coordinator/Student Support Specialist	Sign in sheets Powerpoints Handouts Assessment data				
Funding Sources: 212 Title I C - 5000.00						
13) 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.	Migrant Coordinator/Student Support Specialist	Credit accrual Grade Promotion Program Evaluation				
Funding Sources: 212 Title I C - 1000.00						

<p align="center">Critical Success Factors CSF 1</p> <p>14) Continue to provide Migrant Tutor services to PFS students, as needed, in 3rd thru 12th grades to support academic achievement, mentoring and leadership development during tutoring, leadership sessions and summer leadership summit. Continue to attend training to support PFS students.</p>		Migrant Coordinator/Student Support Specialist	agendas timesheets program evaluation lesson plans				
Funding Sources: 212 Title I C - 4000.00							
<p>15) Collaborate with McKinney-Vento program to provide Achievers half-day workshops for 6th to 8th grade students to provide information on available academic support services, study skills, leadership opportunities, STEM activities, and career awareness.</p>		Migrant Coordinator/Student Support Specialist	Sign-In Sheet, Agenda, Handouts, Evaluation, Grades				
Funding Sources: 212 Title I C - 500.00, Grant - Homeless - 2400.00							
<p>16) Provide school clothing for migrant students in need.</p>		Migrant Coordinator/Student Support Specialist	Receipts				
Funding Sources: 212 Federal - 5000.00							
<p align="center">Critical Success Factors CSF 4 CSF 5 CSF 6</p> <p>17) Offer Fine Arts participation opportunities outside of the regular school day.</p>		Director of Fine Arts, Fine Arts Faculty	Activity list, attendance records, Shows/performances of groups				
<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>18) Increase opportunities for students to engage in fine arts activities such as the MTS Children's Concert, SHS Theater Dept. Children's Show, etc. Include HS students performing for elementary and middle school students (Choir tours, Mariachi tours, art lessons).</p>		Director of Fine Arts, Asst. Superintendent of C&I, Elementary Principals, Fine Arts Faculty	Student attendance at fine arts events, such as: MTS Children's Concert SHS Theater Children's Show San Antonio Symphony and MTS Symphony Rehearsals. List of high school performances at MS and elementary levels.				
<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>19) Recruit guest artists, clinicians, and/or consultants for school day activities.</p>		Director of Fine Arts, Fine Arts Faculty	Lesson Plans, consultant contracts, student participation in shows, performances, and/or competitions.				
Funding Sources: 199-General Fund - 0.00							
<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>20) Develop partnerships with community organizations to foster participation in educational opportunities and activities in fine arts in all grade levels</p>		Chief Academic Officer/School Improvement, Director of Fine Arts	List of activities with partnerships: Teatro De Juan Seguin, TLU Music Department adn Art Dept., Texas Theater, McNay Art Museum, Mid-Texas Symphony, Seguin Art League, Heritage Museum				

Critical Success Factors CSF 1 CSF 4 CSF 6 21) Create and maintain school facilities that encourage physical activity and active learning.	PE/Outdoor Coordinator	Safe, accessible playgrounds and school grounds. Healthy, happy and ready to learn students.				
	Funding Sources: 199-General Fund - 0.00					
Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 22) Continue utilizing the HEB Foundation camp for outdoor education, life-long recreation skill development and hands on environmental science lessons.	PE/Outdoor Coordinator	Enhanced relationships among students, staff and parents.				
	Funding Sources: 199-General Fund - 75000.00, 289 Title IV - 25000.00					
23) Provide Communities in Schools staff at the high school to support the emotional health of students.	Executive Director of Student Services, SHS Principal, SHS Lead Counselor	Summary reports				
	Funding Sources: 199-General Fund - 75000.00, 289 Title IV - 25000.00					

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

Performance Objective 1: SAFETY - the District will ensure that all campuses and departments employ measures to maintain the safety and security of all students and staff members.

Evaluation Data Source(s) 1: District and Campus Emergency Operations Plans, Safety Audit, Raptor Reports, District Safety Meetings

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 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				
2) District will provide all employees safety training on the EOP component of A.L.I.C.E. Active Shooter response.		Executive Director of Student Services, Department Heads, and Campus Principals.	Training Sign-in Sheets, Principal and Department Heads Verification Signature				
3) Conduct annual campus safety reviews, including playground areas, and district audits every 3 years.		Executive Director of Student Services	Safety Audit Results, Safety Binder				
4) Continue to hire security officers for secondary campuses and DAEP.		Executive Director of Student Services, Secondary Principals	Campus Security calendars				
5) 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				
6) 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				

7) 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 - 7500.00						
8) Continue to utilize and upgrade security cameras district-wide, providing access to local law enforcement.	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						
9) Provide annual training to staff on dating violence and child abuse, following applicable policies.	Assistant Superintendent of Administrative Services, Assistant Superintendent of Information Systems and Instructional Technology, Executive Director of Student Services	EduHero summary				
= Accomplished = Continue/Modify = 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: NURTURING AND POSITIVE CLIMATE: All campuses will promote and enhance a positive school climate and culture where students and staff embrace wellness, responsibility, a respect for diversity, and a respect for the learning environment.

Evaluation Data Source(s) 2: PEIMS student discipline reports, Campus PBIS team documentation, staff attendance reports, climate surveys

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Develop and implement campus climate surveys for teachers, parents and students to complete.</p>		Assistant Superintendent of Information Systems and Instructional Technology, Assistant Superintendent of Administrative Services, Executive Director of Student Services, Campus Principals	Survey results				
<p>Critical Success Factors CSF 6</p> <p>2) Continue to implement the Matador Challenge and No Place For Hate character education district-wide.</p>		Executive Director of Student Services, Campus Principals, Campus Counselors	Matador Challenge club sign ins No Place For Hate activities and sign ins, submission to ADL				
<p>Critical Success Factors CSF 6</p> <p>3) Implement social skills curriculum in grades K-5.</p>		Executive Director of Student Services, Campus Principals, Campus Counselors	Social Skills curriculum, Campus plan for implementation				
<p>Critical Success Factors CSF 6 CSF 7</p> <p>4) Continue to develop and implement Tier 1 Behavior Systems High-Yield Behavioral Strategies Model.</p>		Assistant Superintendent of Curriculum and Instruction, Director of Special Education, Behavior Coordinator, Executive Director of Student Services	Tier 1 Behavior Systems High-Yield Behavioral Strategies Model, STOIC Checklist				

<p align="center">Critical Success Factors CSF 6</p> <p>5) Continue to implement Positive Behavior Intervention and Supports (PBIS) Teams on all campuses including the review of discipline data.</p>		<p>Campus Principals, Behavior Coordinators, Executive Director of Student Services</p>	<p>PBIS team meeting agendas and sign in sheets, PEIMS Discipline reports</p>				
<p align="center">Critical Success Factors CSF 6 CSF 7</p> <p>6) Provide professional development and support on classroom management and Tier 1 behavior strategies to all teachers.</p>		<p>Assistant Superintendent of Curriculum and Instruction, Director of Special Education, Behavior Coordinator, Executive Director of Student Services</p>	<p>Training agendas and sign in sheets Behavior Coordinator reports</p>				
<p>Funding Sources: 199-General Fund - 0.00</p>							
<p align="center">Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>7) Create and maintain a staff fitness center and/or staff fitness programming.</p>		<p>PE/Outdoor Ed Coordinator</p>	<p>Fitness facility/equipment, Wellness programming</p>				
<p>Funding Sources: 199-General Fund - 0.00</p>							
<p>8) Explore Restorative Practices and implementation strategies.</p>		<p>Executive Director of Student Services, Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Information Systems and Instructional Technology, Campus Behavior Coordinators</p>	<p>Training and conference agendas Behavior Coordinator agendas</p>				
<p>Funding Sources: 255 Title II - 0.00</p>							
<p>9) Make the Bully Report Form available and implement the SISD Bullying Investigation Toolkit to effectively respond to reports of bullying.</p>		<p>Executive Director of Student Services, Campus Administrators</p>	<p>Bully Report Form, Investigation Toolkit, Bully Report log</p>				
<p align="center">Critical Success Factors CSF 6</p> <p>10) Review and update policies and procedures regarding bullying and provide training to SISD staff.</p>		<p>Executive Director of Student Services</p>	<p>Professional Development agendas and sign in sheets Updated policies and procedures</p>				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







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	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Create and maintain parent-friendly environments at each K-8 campus.		Campus Principals	Parent centers Climate survey				
2) Promote parent involvement across all campuses with a designated campus staff member.		Campus Principals					
Funding Sources: 211 Title I A - 6000.00							
3) Offer workshops, courses, seminars and/or opportunities for parents and students to further enhance overall success.		Campus Principals, Executive Director of Student Services, Outdoor Ed Coordinator	Agendas and sign ins				
4) Encourage parent involvement with a district designated staff person to assist campuses in promoting parent education, participation in their student's attendance, education and campus activities. Effectively implement interventions involving parent contact.		Student Services Coordinator, Exec. Director of Student Services, Campus Principals	Missing Matadors Matters RaaWee Attendance Software				
5) Meet the needs of a diverse population by providing signage and other information in both English and Spanish.		Campus Principals, Assistant Superintendent of Curriculum and Instruction, Executive Director of Student Services, Executive Director of Community Relations	Communication				
6) Attend the annual statewide Parent Involvement Conference or other regional trainings.		Student Support Coordinator, Campus Principals	Conference registration				
Funding Sources: 211 Title I A - 3000.00							

7) 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				
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>8) Create and maintain community programs that utilize school facilities. (After school programs, adult education, healthy living classes, walking trails and playgrounds)</p>		PE/Outdoor Ed Coordinator	Community partnerships Program participation				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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 & COMMUNICATIONS: Promote Seguin ISD while embracing diversity and celebrating successes of students, staff and District through distribution of newsworthy items and delivery of key messages. 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) 2:

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Campus recognition during Regular School Board Meetings		Executive Director of Community Relations	Recognition at meetings				
2) Organize annual Teacher of the Year recognition process and banquet		Executive Director of Community Relations	Teachers of the Year identified				
Funding Sources: 199-General Fund - 2000.00							
3) Oversee annual holiday card project		Executive Director of Community Relations	Cards distributed to employees before holiday break.				
Funding Sources: 199-General Fund - 630.00							
Critical Success Factors CSF 5 CSF 6		Webmaster/District Technologist, Director of Fine Arts	Published web page, published calendar				
4) 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.							
5) District will publish Matador Pride Community Newsletter eight times during school year that highlights student and staff achievements.		Executive Director of Community Relations	Distribution of newsletter				
Funding Sources: 199-General Fund - 2400.00							
6) Post informational news items and positive student/staff accomplishments and photographs on the District web site.		Executive Director of Community Relations/Webmaster	The web site receives updates weekly (at minimum)				
7) Utilize free social media outlets to promote positive and general news to the community.		Executive Director of Community Relations/Marketing Support	Social media sites are updated several times weekly.				

8) 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.		Executive Director of Community Relations	Lines of communication between media and Public Information Office continually improve.				
9) Photograph campus and district events to share with media outlets, post on the district website and include in social media posts.		Executive Director of Community Relations/Marketing Support/Campuses	Photos are routinely posted in the newspapers and online.				
10) Create and print annual instructional calendar with school supply list		Executive Director of Community Relations	Calendar is distributed to students and staff prior to May 15				
Funding Sources: 199-General Fund - 800.00							

 = Accomplished
  = Continue/Modify
  = 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 3: PARTNERSHIPS: Foster business and community partnerships through active participation in community-based opportunities and events.

Evaluation Data Source(s) 3:

Summative Evaluation 3:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Serve as a member of the Chamber of Commerce Board and Education Committee		Executive Director of Community Relations	Attendance				
2) Represent the district at various community functions		Executive Director of Community Relations/Marketing Support	Attendance				
3) Serves as liaison for the Seguin Parent Volunteer Organization (SPVO)		Executive Director of Community Relations	Establish communication between district SPVO, campus SPVO and principals				
4) Serve as secretary to the Superintendent's Teacher Communication Council		Executive Director of Community Relations	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: EFFECTIVENESS - Develop analytical tools to measure the allocation of financial resources among all of the operational activities of the District, including staff, facilities, equipment, and technology

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Analyze prior year Financial Reports as a basis for establishing current year operational practices and spending.							
							

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: EFFICIENCY - Develop strategic solutions to optimize the allocation of financial resources on District operations to establish and maintain a strong financial position.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Prepare General Fund and Debt Service Fund Budgets that maintain projected fund balance sufficient for cash flow needs.		CFO, Budget Coordinator	Annual Audit, Monthly Financial Reports, Budget Amendments				
	Funding Sources: 199-General Fund - 0.00						
2) Recommend for Board approval a tax rate sufficient to adequately fund District operations.		CFO	Adoption of Tax Rate - Board Action				
	Funding Sources: 199-General Fund - 0.00						
3) Integrate financial system controls and monitoring to ensure District compliance with respect to regulatory oversight (ie. TEA, State, Federal).		CFO, Comptroller, Asst Supt for HR	TEA FIRST Rating Results				
	Funding Sources: 199-General Fund - 0.00						

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

Performance Objective 1: EQUITABLE STAFFING: To ensure 100% of the campuses are equitably staffed with effective teachers and administrators.

Evaluation Data Source(s) 1: Equity Data Survey (ESSA report), TAPR, Campus benchmark assessments

Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Equity Plan Strategy 1) Ensure 100% of teaching and paraprofessional instructional staff meet TEA (SBEC) certification requirements.		Assistant Superintendent of Administrative Services, Principals	TEA Certification List TEA Equity Plan				
	Funding Sources: 199-General Fund - 0.00						
Equity Plan Strategy 2) Conduct a staffing analysis for each campus to compare years of teaching experience and student performance levels		Assistant Supt of Administrative Services	TEA Certification List TEA Equity Plan Campus staffing report Teacher experience report Campus student performance reports				
	Funding Sources: 199-General Fund - 0.00						


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

Performance Objective 2: RECRUIT,SUPPORT, RETAIN EFFECTIVE TEACHERS & ADMINISTRATORS: The District will recruit, support and retain a diverse population of highly qualified, effective teachers, administrators, and support staff. The district will achieve a teacher turnover rate of less than 15%. 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. 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) 2: District Professional Development Plan Report, District Professional Learning Plan, Campus PLC evaluation, District/Campus Retention Report, Teacher Mentor Evaluation, TAPR

Summative Evaluation 2:

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

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	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.		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) Provide a mentor program for teachers/administrators with less than two years of experience that will include 3 half-day mentor/mentee professional learning opportunities & a mentor stipend for the 17-18 school year.		Assistant Superintendent of Administrative Services	Campus mentor list Mentor stipend list (Trailblazer and Inst. Coaches are identified as mentors) Mentor/Mentee Planning Agendas				
	Funding Sources: 199-General Fund - 13200.00, 255 Title II - 15000.00						
							


Goal 5: HUMAN RESOURCES: Build a highly effective workforce through strategic recruitment, professional learning, 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 support plans will be developed based on teacher performance as needed. Campus principals will conduct quality documented walkthroughs to assess & monitor classroom instruction.

Evaluation Data Source(s) 3: Evaluations, Walk-through reports, Student assessments, TAPR

Summative Evaluation 3:

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

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	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.		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 quality documented walk-throughs to assess and support classroom instruction.		Campus administrators	T-TESS evaluations Walk-through data Teacher intervention plans Student performance reports				
	Funding Sources: 199-General Fund - 0.00						
3) Utilize new T-TESS Appraisal system for the 2017-2018 school year for all first-year teachers to monitor teacher performance.		Assistant Superintendent of Administrative Services and Assistant Superintendent of Curriculum & Instruction	T-TESS Evaluations Walkthroughs Teacher intervention plans Student performance reports				
	Funding Sources: 199-General Fund - 0.00						
							

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	5	The District data analysis team will analyze the system safeguard data to identify sub-populations below state expectations and develop targeted actions plans. (TIP)
1	1	10	Continue to provide a science coordinator who will organize professional development to K-12 science teachers on STEMscopes (science instructional materials) and ongoing training and support as needed per campus.
1	1	16	Develop a plan to support integrated reading and writing practices across content areas to address the upcoming revised ELAR TEKS.
1	1	29	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	1	31	Continue to create, implement, and monitor an Intensive Plan of Instruction (IPI) for each special education student not passing state assessments.
1	1	32	Review special education programs to ensure that the district is providing a full continuum of services.
1	1	40	Continue to monitor the implementation of the ELL Plan for Success to measure academic progress of ELLs
1	1	42	Utilize Title III funds to purchase supplemental instructional materials to increase language proficiency and academic performance of Recent Immigrants/Recent Arrivals
1	1	43	Continue to provide ELPS and Sheltered Instruction professional learning for teachers, instructional support staff and campus administrators
1	1	44	Utilize Title I funds to provide Bilingual Interventionists to serve ELLs at the 4 bilingual quadrants (K-5)
1	1	45	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.

State Compensatory

Budget for District Improvement Plan:

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

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	.6
Kathy Kortz	Secretary	C&I	.6

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Almaguer, Maribel	Bilingual Aide	Bilingual	.85
Borden, Cynthia	Director of Accountability	Federal Programs	.4
Cano, Gloria	Bilingual Interventionist	Bilingual	1.0
Carvajal, Janie	Bilingual Aide	Bilingual	.85
Cuevas, Teresa	Homeless Liaison	Student Support	0.6
Daugherty, Maria	Bilingual Aide	Bilingual	.85
Guerrero, Carolina	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
Resendez, Maria	Bilingual Aide	Bilingual	.85
Rodriguez, Lorena	Bilingual Aide	Bilingual	.85
Ybarra, Irene	Bilingual Aide	Bilingual	.85

Demographics

Committee Role	Name	Position
District-level Professional	Don Hastings	Committee Lead
Administrator	Elisa Carter	
District-level Professional	Teresa Cuevas	
Non-classroom Professional	Deandra Vega	
Classroom Teacher	Andrea Chapa	
Classroom Teacher	S Hall	

Student Achievement

Committee Role	Name	Position
District-level Professional	Cynthia Borden	Committee Lead
Administrator	Yomeida Guerra	
District-level Professional	Nilda Vella	
Classroom Teacher	Martha Ragsdale	
Administrator	Halcy Dean	

Curriculum, Instruction, and Assessment

Committee Role	Name	Position
District-level Professional	Allison Pape	Committee Lead
Administrator	Merry White	

Campus Culture and Climate

Committee Role	Name	Position
District-level Professional	Kirsten Legore	Committee Lead

Technology

Committee Role	Name	Position
District-level Professional	Bill Lewis	Committee Lead
District-level Professional	Randy Rodgers	Director

Staff Quality, Recruitment, and Retention

Committee Role	Name	Position
District-level Professional	Dorothy Whitman	Committee Lead

District Context and Organization

Committee Role	Name	Position
Administrator	Hector Esquivel	Committee Lead

Family and Community Involvement

Committee Role	Name	Position
District-level Professional	Sean Hoffmann	Committee Lead