

Seguin Independent School District  
District Improvement Plan

2011-2012

## Mission Statement

Our mission is excellence.

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

## Beliefs

We believe Seguin ISD is at its best when:

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

## Board Priorities

The Board's priorities are for the District to:

1. Provide a safe, secure, orderly and drug-free climate promoting a positive and supportive learning environment.
2. Recruit, train and retain faculty and staff to impact student achievement and enhance the work environment.
3. Intergrate technology to create a relevant, rigorous and engaging learning culture and to improve communication between students, parents, teachers and the community.
4. Improve student academic performance by providing learning that is engaging, rigorous, relevant and motivating to ensure student success in college and/or careers.
5. Increase the completion rate of SISD high school students.
6. Promote Seguin ISD and its image.

## DEIC Members 2011-2012

District Level: Dr. Jolene Yoakum  
District Level: Vickie De La Rosa  
District Level: Carole McCauley  
District Level: Dr. Sylvia Phipps  
District Level: Jonathan Flores  
District Level: Bill Lewis  
Ball: Sally Keddal  
Jefferson: Mary Melchor  
Koennecke: Cassie Koehler  
McQueeney: Connie Quarles  
Patlan: Laura Flack  
Rodriguez: Kimberly Smithers  
Vogel:  
Weinert: Vanessa Amador  
Saegert 6th Grade: Shirley Germann  
AJB: Barbara Halter  
Barnes: Monica Moody  
SHS:  
SHS:  
SHS: Kathy Redmond  
SHS: Sheila Lucas  
MBLC: Ricardo Camacho  
Burges: Stephen McCullough  
Sp. Ed. PPCD – 6: Kaylynn Segner  
Sp. Ed. 7-12: Janet Hudson  
Pre AP/AP/G/T Gr. PK-12: Catherine Colvin  
Fine Arts Gr. PK-12: Mark Buley  
HPER PK-12: Joelle Allen  
Technology PK-12: Kassie Hickey  
Librarian PK-12: Betty Moltz  
CTE:  
Bilingual PK-12: Brenda Mayorga  
Bilingual PK-12: Citlali Hendrick

Counselor (PK-12): Pam Colvin  
Admin. PK-6: Cesily Peeples  
Admin. PK-6:  
Admin. 7-12: Andrew Drumm  
Admin. 7-12: Michael Garza  
Parent:  
Parent:  
Community: Hope Vasquez

## **Comprehensive Needs Assessment**

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

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

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

Comprehensive Needs Assessment Key:

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

### Prioritized Areas of Strengths and Concerns

Our studies led us to the following discoveries regarding our strengths and our areas of concern, and both of these, then became the focus

Strengths	Concerns
<ul style="list-style-type: none"> <li>● 100% Highly qualified teachers with an average teacher experience over 10 years</li> <li>● High attendance rates.</li> <li>● Based on the 2010-2011 rezoning of elementary schools, there is a more equitable diversification of populations across all campuses.</li> <li>● Continued implementation of research-based district curriculum which is aligned to State standards.</li> <li>● Ongoing and embedded professional development, including the integration of Instructional Coaches/Specialists PK-12.</li> <li>● Continual improvement of interventions for the at-risk population.</li> <li>● Committed to two years of Positive Behavior Intervention and Support (PBIS) district-wide.</li> <li>● Continued reduction in disciplinary alternative education placements (DAEP) of students in special education since the 2009-2010 school year.</li> <li>● Special education has a strong record of compliance with the state accountability system (PBMAS) and the federal accountability system (SPP).</li> <li>● Collaboration among general, special education and ESL, GT, Migrant, Homeless staff members.</li> </ul>	<ul style="list-style-type: none"> <li>● Increase completion rate of all students, particularly ninth graders including all sub-populations.</li> <li>● Increase support of teachers through professional development and curriculum alignment to ensure all students' needs are met and that progress continues towards 100% mastery of all State standards for students.</li> <li>● Increase mastery in all content areas of all students, in particular for ESL, GT, Migrant, Homeless.</li> <li>● Decrease the amount of discipline referrals and truancy related issues, particularly at the secondary level.</li> <li>● Develop stronger community and parent relationships to ensure that SISD is maximizing support for community and parents to assist in the success of all students.</li> <li>● Effectively implement consistent academic and behavioral interventions.</li> <li>● Continue to upgrade and integrate technology for both administrative and instructional use.</li> <li>● Ongoing and sustained staff development.</li> <li>● Increase the percentage of students with disabilities, ages 3-5, served in a least restrictive environment by 8%.</li> <li>● Decrease the percentage of students dropping out of high school, including all sub-populations</li> <li>● Concern over decrease in total enrollment district-wide</li> </ul>

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District Goal 1: Provide a safe, secure, orderly and drug-free climate promoting a positive and supportive learning environment.							
Performance Objective 1: Achieve a district attendance rate of 96%.							
Summative Evaluation: End of year attendance reports will show an average attendance rate of 96% or higher.							
Action(s) Implementation	Needs Assess	Sp. Pops.	Person(s) Responsible	Timeline	Resources Human/Material/Fiscal	Formative Evaluation	Documented
1. Implement a truancy intervention program to track and monitor students who have been required to attend a district attendance hearing and/or truancy court.	D&A		Coord. of Attendance and Student Support	August, 2011 - June, 2012	Title I Part D - \$50,000	Campus Attendance reports, Student by Student TEAMS data	Semester and End of Year Report to Board
2. Develop and implement procedures to manage the requirements set forth in TEC 25.092 Attendance for Credit.	TEC		Coord. of Attendance and Student Support, Campus Principals	Sept. 2011	Local funds	PEIMS data, Campus Attendance report	Report to Board
3. Implement Rachel's Challenge in schools to promote positive character education	PEIMS		Asst. Supt. of Curr. & Inst., campus Based Teams	Sept. 2011 - June 2012	Local funds	FOR teams projects	Report to Board
4. Identify and implement interventions to improve the attendance for the students identified with attendance problems.	PEIMS		Coord. of Attendance and Student Support, Campus Principals, Campus Attendance Clerks	Sept. 2011 - June 2012	Local funds	Campus Attendance reports	AEIS

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District Goal 1: Provide a safe, orderly, disciplined, and drug-free climate promoting a positive and supportive learning environment.							
Performance Objective 2: Decrease by 10% the number of students assigned to DAEP.							
Summative Evaluation: Annual DAEP reports will show a decrease of 10%							
Action(s) Implementation	Needs Assess	Sp. Pops.	Person(s) Responsible	Timeline	Resources Human/Material/Fiscal	Formative Evaluation	Documented
1. Implement Educators Handbook at selected campuses as a tool to track discipline referrals and provide timely data for monitoring purposes.	D&A, PBMAS		Campus Principals	August, 2011 - June, 2012	Local Technology funds, Campus Staff	Reports from Educators Handbook	Reports from Educators handbook
2. Develop and implement a plan for decreasing the percentage of student in special education with discretionary DAEP and ISS placements	Sped, PBMAS	Sp. Ed. students	Dir. of Special Education, District Behavior Specialist	August 2011 - June 2012	PBIS campus teams and special ed. staff	PBMAS	Copy of Developed Plan
3. Conduct a staffing on all students who have been assigned to the DAEP for three school years in a row and students who are assigned to the DAEP multiple time in one year.	D&A		Chief Operations Officer, Burges Principal, Asst. Supt. of MIS and IT, Asst. Supt. of Curr. & Inst.	2011-2012 Draft	Local funds	PEIMS data, AEIS, PBMAS, Student Progress Report	AEIS Submission



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4. Implement a random student drug testing program	D&A	Students involved in extra-curricular activities, Students parking a vehicle on district property	Chief Operations Officer, Coord. of Attendance & Student Support	August 2011 - June 2012	Campus Principals; Community in-kind contributions	Semi-annual review of testing results	Discipline Data, End of Year report
5. Review discipline data by campus, by district to identify areas for training and improvement	D&A, PBMAS		Chief Operations Officer, Asst. Supt. of MIS and IT, Asst. Supt. of Curr. & Inst.	August 2011 - June 2012	Local funds	PEIMS data, AEIS, PBMAS	TEAMS End of Year Statistics report.
6. Ensure consistent implementation of Positive Behavior Support (PBIS) on all SISD campuses. Systematically review campus discipline data and use it to guide PBS implementation and evaluate its effectiveness.	PBMAS		Asst. Supt. of Curr. & Inst., District PBIS Team	August 2011 - June 2012	Local Funds	Superintendent Updates	End of Year review
7. Promote a drug free climate. Keep administrators and staff apprised of campus and community drug issues and trends. Continue the use of drug detection canine teams from the Seguin Police Department and the Guadalupe County Sheriff's Department.			Chief Operations Officer	August 2011 - June 2012	No funding required	Superintendent Updates	Board Updates
8. Enforce and monitor established dress code for students and staff.			Campus Principals	August 2011 - June 2012	No funding required	TEAMS Discipline Data	Campus Survey, End of Year Discipline Statistics

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District Goal 1: Provide a safe, secure, orderly and drug-free climate promoting a positive and supportive learning environment.							
Performance Objective 3: Decrease by 10% the number of safety incident reports.							
Summative Evaluation: Annual report will show the number of incidents will be below 120.							
Action(s) Implementation	Needs Assess	Sp. Pops.	Person(s) Responsible	Timeline	Resources Human/Material/Fiscal	Formative Evaluation	Documented
1. Implement facilities plan in order to efficiently and economically manage the maintenance effort.			Chief Operating Officer	August, 2011 - June, 2012	Local funds	Report to Superintendent	School Board Information item
2. Conduct annual campus safety audits prior to the first day of school, and conduct safety training for staff at each campus prior to the last day of October.			Chief Operations Officer	August 2011 - October 2011	Local funds	Completion Report to Superintendent	Information to School Board
3. Inspect district facilities annually before the start of school to ensure proper operation of essential systems and inspect twice a year for overall cleanliness.			Chief Operations Officer, Dir. of Maintenance and Operations	November 2011 & March 2012	Local funds	Completion Report to Superintendent	Information agenda item to school board
4. Conduct a safety inspection of all campus playgrounds and the equipment prior to the start of each school year and at the beginning of the second semester.			Chief Operations Officer, Dir. of Maintenance and Operations	August 2011 - June 2012	Local funds	Report to Superintendent	Information agenda item to school board
5. Quarterly Safety meetings will be held at campuses, with higher annual incidents based on historical data.	Safety Incident Report		Risk Manager	Sept. 2011 - June 2012	Local funds	Discipline Safety Report, Meeting Agenda	Sign-in sheets

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District Goal 2: Recruit, train and retain faculty and staff to impact student achievement and enhance the work environment.							
Performance Objective 1: achieve 100% of instructional staff who meet highly qualified status							
Summative Evaluation:PDAS evaluations, walk through data, standardized tests scores (by teacher) will show that all staff is HQ and impacting student performance.							
Action(s) Implementation	Needs Assess	Sp. Pops.	Person(s) Responsible	Timeline	Resources Human/Material/Fiscal	Formative Evaluation	Documented
1. Recruit teachers and instructional staff who meet the NCLB status. (Appendix A - 5)	STF		Asst. Supt. of Human Resources, Certification Specialist	August, 2011 - June, 2012	Local funds	SBEC certifications State exam scores Transcript verification	Staff records, campus master schedules, NCLB report
2. PDAS/ATR will be utilized to evaluate teacher effectiveness in the classroom. Appraisers will utilize Eduphoria: PDAS district-wide to assist with effective and efficient walk-throughs and evaluations. (Appendix A -4)	STF		Asst. Supt. of Human Resources, campus principals	August, 2011 - June, 2012	Local funds	Summative evaluations Teacher contracts	Eduphoria walk-through documents, evaluations, intervention plans
3. A collaborative process will continue with our Seguin High School Teacher Preparation Program, college/university partnership and potential community sponsors to encourage Seguin graduates to invest in our local workforce.	STF		Asst. Supt. of Human Resources, Certification Specialist, SHS teacher prep instructor	August, 2011 - June, 2012	Local funds	Teacher applications Teacher resumes	Agendas from Teacher Prep Meetings Agenda for spring meeting with SHS seniors majoring in education
4. Target recruitment efforts as identified by the job fair data and continue to promote the hiring of diverse candidates ensuring the selection of the most highly qualified applicants. (Appendix A - 5)	SBEC, STF		Asst. Supt. of Human Resources, Certification Specialist	August, 2011 - June, 2012	Local funds	SBEC certifications, teacher applications, teacher resumes	Job fair data, staff records

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5. Increase # of teachers that have completed ESL certification and GT training. (Appendix A - 4)	SPOP PBMAS		Coordinators of Special Populations, Director of C & I, Campus Principals	August 2011, June 2012	Local Funds for GT, Title III for ESL and based on registration and certification fees	State Certification, Local Cert.	Agenda, Certification,
6. Acknowledge job performance and efforts with district-wide employee appreciation and recognition activities.			Asst. Supt. of Human Resources, Public Info. Officer	August, 2011 - June, 2012	Local funds	Media coverage, summative evaluations	Agenda for district events (i.e.: Teacher of the Year Banquet)

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District Goal 3: Intergrate technology to create a relevant, rigorous and engaging learning culture and to improve communication between students, parents, teachers							
Performance Objective 1: Ensure that staff has the most current technology available (when applicable) and receive annual training.							
Summative Evaluation: Eduphoria reports will show that 100% of district staff have enrolled in and completed technology training.							
Action(s) Implementation	Needs Assess	Sp. Pops.	Person(s) Responsible	Timeline	Resources Human/Material/ Fiscal	Formative Evaluation	Documented
1. All teachers receive ongoing technology training to utilize district internal communication systems so that they can effectively share knowledge with other teachers	SBEC, STAR		Asst. Supt. of MIS and IT.	Fall 2011-Summer 2012	Local funds and Instructional Materials Allotment	Lesson Plans; PDAS; Sign in Sheets; Data in systems	Tech Comp Training; Online Sharing Options such as Wikis, WordPress, or Moodle. Trainer-of-Trainers presentations
2. Ensure all classrooms are connected to a collaborative network to business, industry, and higher education so that teachers and students stay connected to a global environment.	STAR Survey		Asst. Supt. of MIS and IT.	Fall 2011-Summer 2012	Local funds and Instructional Materials Allotment	Lesson Plans; PDAS; Sign in Sheets; Self Reporting, Student Products	Tech Comp Training; Online Sharing Options such as Wikis, Skype, Distance Learning
3. Work towards all students having access to distance learning opportunities for post secondary options.	STAR Survey		Asst. Supt. of MIS and IT. Secondary Principals and counselors	Fall 2011-summer 2012	Local funds and Instructional Materials Allotment	Registration in courses; participation in training	Texas Virtual School Network, Moodle; Classroom monitors, on-line facilitator training; course creation training
4. Provide equitable access to digital learning devices for all students and teachers	STAR		Asst. Supt. of MIS and IT.	Fall 2011-summer 2012	Local funds and Instructional Materials Allotment	Purchase orders, usage schedules, sign in sheets	iPads, Laptops, Desktops, handheld devices; Training
5. Implement the on-line science supplemental materials to support the science curriculum in grades 5-HS	AEIS, SAD,		Science Coord., Director of C&I	Fall 2011-summer 2012	Local funds and Instructional Materials Allotment	Meet/Survey Coaches to make final determination in Oct 2011	Board Approval of IMA Oct 2011, Report of on-line usage.

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District Goal 4: Improve student academic performance by providing learning that is engaging, rigorous, relevant and motivating to ensure student success in college and/or careers.

Performance Objective 1: By Spring 2012, students will increase passing rates in the four core content areas to achieve a minimum of 90% of all students meeting state standards Pre-K through 12th grade.

Summative Evaluation: A review of student passing rates at the end of the year will show a minimum of 90% achievement by students.

Action(s) Implementation	Needs Assess	Sp. Pops.	Person(s) Responsible	Timeline	Resources Human/Material/Fiscal	Formative Evaluation	Documented
1. Continue implementation of CSCOPE curriculum to ensure vertical and horizontal alignment of standards.	Curr, SAD		Asst.Supt. of Curr. & Inst. and Dir. of Curriculum and Staff Development Campus Principals	August, 2011 - May, 2012	Title I Part A ARRA \$60,000	Curriculum Benchmark Assessments (CBAs) TAKS/STAAR results	CSCOPE Planning Calendar, Lesson Plans
2. Implementation of One-Way Dual Language Instructional Model for grades Pre-K through 5th grade (Appendix B)	Spop, PBMAS	ELL/LEP	Coord. of Elementary Bilingual Education and Campus Principals	August, 2011 - May, 2012	Title III Part A - \$45,000; Title I Part A \$56,000	Walkthrough data	One-way Dual Language Model Observations and Communications between C&I, Principals and Teachers
3. Implementation of Instructional Coaches for each campus to support Math/Science and Literacy/Social Studies including ELPS and ELL support.	SAD, PBMAS		Dir. of Curriculum, Coord. of Math, Coord. of Science, Coord. of Special Pops	August, 2011 - May, 2012	Title I Part A - \$295,000 and Title II Part A - \$100,00	TAKS/STAAR data, Walkthrough data	Agendas from training for Instructional Coaches

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4. Develop and implement a plan for increasing the percentage of students with disabilities, ages 3-5, served in Least Restrictive Environment.	Sped, PBMAS	Sp. Ed.	Director of Special Education, PreK Campus Principal	June '10 - June '11	ESC - Early Childhood grant	PBMAS, Teaching certificates	Committee reports and minutes, Plan for LRE
5. Maintain a seven year replacement schedule (hardware, software and infrastructure) to support web based/online learning that utilizes emerging technologies.	STAR		Asst. Supt. of MIS & IT, Asst. Supt. of Curr. & Inst.		Local funds	CBAs, Unit assessments, TAKS/STAAR data	Replacement Schedule

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District Goal 4: Improve student academic performance by providing learning that is engaging, rigorous, relevant and motivating to ensure student success in college							
Performance Objective 2: Conduct professional development for 100% of teachers and campus administration on CSCOPE and research based practices in instructional delivery.							
Summative Evaluation: Eduphoria reports will show that 100% of district staff have enrolled in and completed professional development.							
Action(s) Implementation	Needs Assess	Sp. Pops.	Person(s) Responsible	Timeline	Resources Human/Material/Fiscal	Formative Evaluation	Documented
1. Implement the Math Instructional Coaches grant from TEA for teachers of 6th-10th grade students.	AEIS, SAD,		District Math Coord. and Instructional Coaches	August, 2011 - April 2012	TEA Grant - \$250,000	TEA required post test and ongoing evaluation from Region 13 and other sources	Plans from Grant
2. Provide staff development for all teachers including specialization for GT, Special Education , and ELL students on Differentiation of instruction including ELPS using SISD Curriculum (CSCOPE)	Spop, PBMAS	ELL/LEP GT SpED	Dir. of Curriculum and Director of Special Education, Special Populations Coordinators	August, 2011 - June, 2012	Local Funds/General Funds	AEIS Data, Walkthroughs,	Sign in sheets
3. Training for District and Campus Data Teams.	Curr		Dir. of Curriculum and Asst. Supt. of Curr. & Inst.	September, 2011 - October, 2011	Local - \$10,560 Date Grant - \$1,440	Agendas, sign in sheets, meeting minutes	Sign in sheets, Data Review Documents by Campus
4. Provide instruction and support services to Priority for Service identified migrant students.	Spop	Migrant	Coord. Of Sp. Pops. & Social Services Facilitator	September, 2011 - April, 2012	Title I - Part of T. Cuevas Salary	Agendas, sign in sheets, meeting minutes	Priority for Services Action Plan
5. Develop and implement a long range professional development plan. (Appendix A - 4)	STF, SAD, Curr, PBMAS		Asst. Supt. of Curr. & Inst., Dir. of Curriculum	August, 2011 - November, 2011	Local Funds	Eduphoria Reports	Professional Development Plan



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6. Provide staff development for Bil/ESL teachers and Math Instructional Coaches on effective strategies for teaching math to ELL students. (Appendix A - 9, Appendix B)	SAD, Spop, PBMAS	Spop, ELL/LEP	Asst. Supt. of Curr. & Inst., District Math Coord., Sp. Populations Coordinators	August 2011 - June 2012	Title III Part A - \$3,000	Bilingual / ESL Program walkthroughs	Sign in sheets, evaluations of walkthroughs
7. Provide workshops for Science teachers to receive updates on STAAR and EOC Exams	STF, SAD		Region XIII, Science Coord., Science Coaches	August 2011 - June 2012	TBD	Registration in courses; participation in training	Certificates of completion

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District Goal 5: Increase the completion rate of SISD high school students.							
Performance Objective 1: By spring, 2012, students will increase to 90% passing rates in class/courses and prepare for college and career readiness.							
Summative Evaluation: AEIS Report & Student Transcripts will show that student passing rates have increase to a 90% average.							
Action(s) Implementation	Needs Assess	Sp. Pops.	Person(s) Responsible	Timeline	Resources Human/Material/Fiscal	Formative Evaluation	Documented
1. Campuses will use CSCOPE Unit assessments for ongoing feedback on student learning based on the written curriculum. Assessment results will be part of a body of evidence to monitor student learning. (Appendix A - 2)	Curr		Campus Principals with support from Asst. Supt. of Curr. & Inst.	September 2011 - June, 2012	Local Funds	Results from TAKS/STAAR, and AYP	District developed CBAs, Unit Assessments scanned in Eduphoria AWARE
2. Provide staff development on creating Curriculum Benchmark Assessments for the purpose of monitoring the written curriculum. (Appendix A -8, Appendix B)	Curr, STF		Dir. of Curriculum, Asst. Supt. of Curr. & Inst.	August, 2011 - June, 2012	Local (Freeport) funds - \$15,500	CBA Data	Training Documents from ETS, Sign in sheets, Evaluations from Participants
3. Provide Staff Development for teachers on the use of Eduphoria AWARE, the district data management system for progress monitoring and accountability data. (Appendix B)	Curr, AEIS, PBMAS		Asst. Supt. of Curr. & Inst., Campus Leadership Teams, Dir. of State and Federal Accountability	August, 2011 - June, 2012	Local Funds	District developed CBAs, Results from TAKS/STAAR, and AYP	Training documents from Region XIII

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4. Develop and implement an assessment plan to build capacity of all classroom teachers, and the leadership team to effectively measure student learning (Appendix A - 4)	Curr, AEIS, SAD		Asst. Supt. of Curr. & Inst., Dir. of State and Federal Accountability	August, 2011 - November, 2011	Local Funds	Eduphoria Aware reports, Walkthrough data	Lesson Plans, Assessment Plan
5. Develop a plan for curriculum alignment to address the needs of advanced students in Pre-AP and AP classes	Curr, Spop	Advanced Academics	Dir. of Curriculum, Secondary Campus Principals	August, 2011 - November, 2011	Local Funds	TAKS/STAAR results, AEIS Report	Secondary Advanced Academic Plan
6. Develop and implement a recruitment plan to increase equitable access to Pre-AP and AP classes	Curr, Spop	Advanced Academics	Dir. of Curriculum, Secondary Campus Principals	August, 2011 - November, 2011	Local Funds	AEIS Report, Enrollment Data	Secondary Advanced Academic Plan
7. Continue district-level oversight and monitoring of the implementation of intervention plans for at-risk students, mastery of TEKS, and curricular alignment. District-level instructional coordinators will continue routine classroom observations and provide feedback to principal and teacher.	Curr, Spop	At-Risk students	Asst. Supt. Curr. & Inst., Dir. of Curriculum, Campus Principals	August 2011 - June 2012	Local funds	TAKS/STAAR results, CBA scores	Walkthrough documentation, Feedback to Principals and teachers

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<p>8. Develop and administer curriculum-based assessments as per the district testing calendar and district assessment procedures. Continue to assist teachers in refining teacher-made assessments to ensure appropriate TEKS content, complexity, and context. In grades 7-12, continue to review grade distribution reports at the end of each reporting period and use the data collected/analyzed to guide instruction.</p>	<p>Curr, SAD</p>		<p>Asst. Supt. of Curr. &amp; Inst., Dir. of Curriculum</p>	<p>August 2011 - June 2012</p>	<p>Title I Part A personnel (no additional costs)</p>	<p>CBA results, PDAS, Eduphoria Aware, PEIMS data</p>	<p>District Testing Calendar, Grade Distribution Reports</p>
<p>9. Develop and implement a Pre-K-12 Response to Intervention Plan which provides an electronic monitoring system to efficiently track student progress. (Appendix A - 7,9)</p>	<p>AEIS, SAD, Curr, Sped</p>		<p>Asst. Supt. Curr. &amp; Inst., Campus Principals</p>	<p>August 2011 - June 2012</p>	<p>Local funds</p>	<p>AEIS, PEIMS data</p>	

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District Goal 5: Increase the completion rate of SISD high school students.							
Performance Objective 2: Achieve a 90% district and High School Completion Rate							
Summative Evaluation: AEIS Report & Student Transcripts							
Action(s) Implementation	Needs Assess	Sp. Pops.	Person(s) Responsible	Timeline	Resources Human/Material/Fiscal	Formative Evaluation	Documented
1. Develop and implement a plan for decreasing the percentage of special education students dropping out.	Sped, PBMAS	Sp. Ed.	Dir.of Special Education, High School Campus Principal	August 2011 - June 2012	Sp. Ed. High School team	AEIS Data	State Performance Plan (SPP)
2. Develop and implement a plan to increase the number of all students completing high school .	AEIS, Spop, PBMAS		Asst.Supt. of MIS and IT, and Drop out prevention committee	August, 2011 - June, 2012	Local Funds	Completion rate, AEIS report, PEIMS data	Plan for Completion
3. Implement Strategies to target interventions for overaged middle school students.	AEIS, Retention Rates		Middle School Principals, Transition Teacher	August 2011 - June 2012	Title I Part A - \$52,000 for teacher \$6,000 for ASCEND and Apex	Class Schedules, ASCEND, Apex Reports	T&E By Teacher, ASCEND and APEX Reports.
4. Monitor enrollment, attendance, state assessment, and credit accrual data by cohort group at the campus level with central office support. Use a database created and maintained by the technology department, follow the progress of each student and each student group towards high school completion.	AEIS, D&A, Spop, PBMAS		Asst. Supt. of Curr. & Inst., Asst. Supt. of MIS & IT, Campus Principals, Coord. of Sp. Populations Secondary, Counselors of Cohorts	August, 2011 - June, 2012	Local Funds	Completion rate, AEIS report, PEIMS data	Attendance Reports, Database Reports

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District Goal 6: Promote SISD and its image.							
Performance Objective 1: Increase positive district media reports from 25 to 50 per academic year.							
Summative Evaluation: Website visitor reports, School Board Agendas and Minutes will show that 25 to 50 positive media reports have been submitted.							
Action(s) Implementation	Needs Assess	Sp. Pops.	Person(s) Responsible	Timeline	Resources Human/Material/Fiscal	Formative Evaluation	Documented
1. Implement Matador Campaign to promote the image/perceptions of Seguin ISD	Comm		Public Info. Officer, SHS Timeline	August, 2011 - June, 2012	Local Funds	Local media advertisements	Ads and printed materials
2. Develop a system that collects information about how often and why stakeholders contact the district regarding issues and concerns.	Comm		Dist.Webmaster, Public Info. Officer, District Leadership Team	August, 2011 - June, 2012	Local Funds	Forms	Work with other departments to develop
3. Collect information through media articles and participation in press events (i.e.: interviews, story interviews, news conferences) to measure whether the amount of positive coverage increases.	Comm		Dist.Webmaster, Public Info. Officer, District Leadership Team	August, 2011 - June, 2012	Local Funds	Local media reports	Weekly Board Reports
4. Monthly Superintendent Column on website	Comm		Dist. Webmaster, Public Info. Officer	August, 2011 - June, 2012	Local Funds	Counts of access to district website	Put number of followers in Board Report per semester

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5. Enhance the visibility of district achievements on the SISD website and other appropriate social media.	Comm		Public Info. Officer, District Leadership Team	August, 2011 - June, 2012	Local Funds	Website, Twitter	Put number of followers in Board Report per semester
6. Redesign, Reorganize and Reassign website: Redesign look and feel and navigation to be welcoming and user friendly; Reorganize into 3 portal designs that divides users into categories - 1. Parents/Students, 2. Teachers/staff, 3. Community	Comm, SISD Employees		Public Info. Officer, Asst. Supt. of MIS & IT, Dist. Webmaster	August, 2011 - September, 2012	Local Funds	Website	Phase 1 to be completed by Aug 24 Phase 2 to be complete Aug, 2012
7. Use different channels: Utilize appropriate social media to communicate and broadcast good news about Seguin ISD	Comm		Public Info. Officer, Asst. Supt. of MIS & IT, Dist. Webmaster	August, 2011 - June, 2012	Local Funds	Social Media	Put in Weekly Board Report once per semester
8. Community involvement: presence and participation/attendance at key community events/organizations and meetings (i.e.: chamber education committee, community health fair, chamber and Hispanic Chamber events)	Comm, Demo		Public Info. Officer, District Leadership Team	August, 2011 - June, 2012	Local Funds	Attendance at Events	Report in Weekly Board Report
9. Deliver key messages that promote the strengths of Seguin ISD while embracing diversity and celebrating successes, through effective development and placement of marketing and promotional materials.	Comm, Demo		Public Info. Officer, District Leadership Team	August, 2011 - June, 2012	Local Funds	Newsletter, Twitter, Website, News Releases	Report in Weekly Board Report

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10. Ensure messages resonate with local media and the community through consistent and coordinated communication including news releases, meetings with editors and reporters and local constituents.	Comm		Public Info. Officer, District Leadership Team	August, 2011 - June, 2012	Local Funds	Radio, Newspaper	Report in Weekly Board Report
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## Appendix A

### Title I Schoolwide Components

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

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

## Appendix B

Date	Title	Audience
5/2/2011	CHAMPS	Campus teams
5/3/2011	Middle School Math training	Grade 7 and 8 math teachers
5/5/2011	End of Year Program Evaluation Professional Profile	ALL Bilingual/ESL Teachers
5/27/2011	CSCOPE	Instructional Coaches
6/7-9/2011	ESL Academy	PK-12 Grade Teachers
6/8/2011	Guided Reading & Math	Instructional Coaches
6/9/2011	Guided Reading & Math	Instructional Coaches
6/14/2011	Leadership Institute-TOT Differentiation	Leadership Teams
6/15/2011	Leadership Institute-TOT Differentiation	Leadership Teams
8/3/2011	GT 30-hour Foundation/Nature & Needs	Advanced Academic teachers
8/4/2011	GT 30-hour Foundation/Assessment	Advanced Academic teachers
8/5/2011	GT 30-hour Foundation/Curriculum Day 1	Advanced Academic teachers
8/8/2011	GT 30-hour Foundation/Curriculum Day 2	Advanced Academic teachers
8/9/2011	GT 30-hour Foundation/Curriculum Day 3	Advanced Academic teachers
8/9/2011	CHAMPS	new teachers
8/12/2011	Curriculum Day 1	All instructional staff
8/15/2011	Campus-based staff development	All instructional staff
8/16/2011	Campus-based staff development	Pre-K instructional staff
8/16/2011	Curriculum Day 2	Grades 9-12 instructional staff
8/17/2011	Curriculum Day 2	Grades K-8
8/17/2011	Campus-based staff development	Grades 9-12 instructional staff
8/19/2011	Campus-based staff development	Grades K-8
9/1/2011	Bil/ESL Orientation LPAC Training	All Bilingual/ESL Teachers
9/8/2011	Woodcock-Muñoz Training	All Bilingual/ESL Paraprofessionals
9/8/2011	Parent LPAC Training	Parents of Active BIL/ESL LEP Students
9/12/2011	Rachel's Challenge	Barnes MS and Saegert 6th Grade Center
9/13/2011	Rachel's Challenge	Briesemeister MS and Saegert 6th Grade Center

9/14/2011	Rachel's Challenge	SHS and MBLC
9/14/2011	TAKS to STAAR Campus training	Patlan
9/15/2011	Supporting the Bilingual/ESL Classroom	All Bilingual/ESL Paraprofessionals
9/15/2011	Woodcock-Muñoz Training	NEW Bilingual/ESL Teachers & Counselors
9/20/2011	Data Teams Training	Campus data teams
9/21/2011	Data Teams Training	Campus data teams
9/27/2011	AP Academy	Campus APs/SHS Dean of Instruction
9/28/2011	TAKS to STAAR Campus training	Vogel
9/29/2011	Sp Ed Staff Training	All Sp Ed Staff/Teachers - 2 hrs credit
9/30/2011	Instructional Support for English Language Learners	Instructional Coaches & Assistant Principals
10/4/2011	TAKS to STAAR Campus training	SHS
10/5/2011	TAKS to STAAR Campus training	Koennecke
10/6/2011	TAKS to STAAR Campus training	Rodriguez
10/10/2011	TAKS to STAAR Campus training	Barnes
10/11/2011	TAKS to STAAR Campus training	Jefferson
10/12/2011	TAKS to STAAR Campus training	Ball
10/13/2011	Rachel's Challenge	All elementary campuses
10/13/2011	TAKS to STAAR Campus training	MBLC and Burges
10/13/2011	Over & Beyond for English Language	All Bilingual/ESL Teachers
10/18/2011	TAKS to STAAR Campus training	Weinert
10/19/2011	TAKS to STAAR Campus training	AJB
10/25/2011	TAKS to STAAR Campus training	McQueeney
10/25/2011	AP Academy	Campus APs/SHS Dean of Instruction
10/26/2011	TAKS to STAAR Campus training	Saegert
10/27/2011	Sp Ed Staff Training	All Sp Ed Staff/Teachers
11/3/2011	Math Small Group Instruction for English Language Learners	All Bilingual/ESL Teachers
11/15/2011	AP Academy	Campus APs/SHS Dean of Instruction
11/17/2011	Sp Ed Staff Training	All Sp Ed Staff/Teachers - 2 hrs credit
12/13/2011	AP Academy	Campus APs/SHS Dean of Instruction

1/12/2012	ELL Forecasting Mid-Year LPAC	All Bilingual/ESL Teachers
1/24/2012	AP Academy	Campus APs/SHS Dean of Instruction
1/26/2012	Sp Ed Staff Training	All Sp Ed Staff/Teachers - 2 hrs credit
2/5/2012	BIL/ESL Article Response	All Bilingual/ESL Teachers
2/9/2012	TELPAS Courses online	All Bilingual/ESL Teachers
2/21/2012	AP Academy	Campus APs/SHS Dean of Instruction
3/8/2012	Sp Ed Staff Training	All Sp Ed Staff/Teachers - 2 hrs credit
3/20/2012	AP Academy	Campus APs/SHS Dean of Instruction
4/10/2012	AP Academy	Campus APs/SHS Dean of Instruction
5/3/2012	Professional Profile EOY Program Evaluation	All Bilingual/ESL Teachers
5/3/2012	Sp Ed Staff Training - End of Year	All Sp Ed Staff/Teachers - 2 hrs credit
6/19/2012	AP Academy	Campus APs/SHS Dean of Instruction