

Seguin Independent School District

District Improvement Plan

2014-2015 Goals/Performance Objectives/Strategies

Accountability Rating: Met Standard



Mission Statement

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

Vision

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

Value Statement

We believe Seguin ISD is at its best when:

All students are successful

All students are prepared for life after graduation

All schools provide a caring and safe environment

All students and staff feel valued

Parents, staff, and community are committed to student success

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Goals

Goal 1: STUDENT ACHIEVEMENT: Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to help ensure student success in college and/or careers.

Performance Objective 1: COLLEGE AND CAREER READINESS: All campuses will implement the "Seguin University Way" that creates a culture of high expectations and College and Career readiness for all students, while providing all secondary students with support systems, including: career interest exploration and identification, personal graduation planning, Achievement Via Individual Determination (associate degree plan students), college and career readiness preparation and course selection guidance; to access higher education, industry certifications, and career opportunities.

1. The percent of students scoring at or above a 45 on each section of the PSAT shall increase by 3% from 32% to 35%.
2. PSAT will be offered to 100% of all eligible sophomore and junior students.
3. The percentage of students with a composite score at or above 21 on the ACT will increase by 3% from 43% to 46%.
4. The percentage of students scoring at or above a 500 on each section of the SAT and a composite of 1070 will increase by 3% from 14% to 17%.
5. The number of AP exams taken will increase by 5% 367 to 385.
6. The percent of AP exams scored at 3 or higher will increase 5% from 28% to 33%.
7. The percent of students achieving Level III in STAAR across elementary and middle school grades in will increase by 3% - from 12% to 15% for reading and from 10% to 13% for math.
8. The percent of students graduating under the RHSP or higher will be at 90%.
9. Increase the number of students enrolled in dual credit courses and receiving college credit (including online opportunities) by 10%.
10. Provide all High School students an opportunity to prepare and take the Texas Success Initiative (TSI) assessment to evaluate their level of college and career readiness.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				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 Secondary Education	Dual Credit Hours earned by SHS students. Early College High School Memorandum of Understanding between Alamo Community College District and Seguin Independent School District.				
Funding Sources: 199-General Fund							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) Expand PSAT testing opportunities to include all SISD 10th and 11th graders, and utilize data for advanced course options and preparation for national merit scholars.</p>		College Readiness Director	<p>Evaluation of Early Participation Agreement to determine cost effectiveness of administering the PSAT to all 10th and 11th graders versus using fee waivers.</p> <p>Signed Early Participation Agreement with College Board. (See me about the CSF's I checked with this - Roy)</p>				
Funding Sources: 199 PIC 31 HS Almt - \$9000.00							

3) Provide Texas Success Initiative (TSI) assessment opportunities to grades 8-12 students throughout the school year and on Saturdays to increase the number of students who are college ready, which will increase the enrollment in dual credit (DC) classes.		College Readiness Director, Director of Secondary Education	Trained TSI Proctors, Number of TSIs administered, Number of students enrolled in dual credit courses.				
Funding Sources: 199 PIC 31 HS Almt							
4) 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.		Director of Secondary Education	2014-2015 Timeline of Recruitment Events to include field trips to St. Philip's College. TSI Testing Data Reports, Parent Information Meeting Sessions, ECHS Website Communication/ADOBE Connect.				
<p style="text-align: center;">Critical Success Factors</p> <p style="text-align: center;">CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>5) Provide college readiness skills such as note-taking strategies, studying skills, academic tutoring, etc., through the Advancement Via Individual Determination (AVID) program in grades 7-12.</p>		AVID District Director	<p>Data reports required by AVID available and submitted by deadline,</p> <p>BOB,</p> <p>Tutorology Schedule at the middle and high school campuses,</p> <p>STAAR and EOC scores,</p> <p>Dual Credits earned by AVID high school students.</p>				
	6) Provide a week-long Summer Bridge Program for Seguin ECHS students in the Associate Degree and Core Complete pathways to support and enhance college readiness skills for incoming early college high school students.		Director of Secondary Education	Texas Success Initiative Assessment Data that compares May 2015 baseline data to July 2015 retest data for summer bridge students.			
7) 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.		CTE Director, Director of Secondary Education	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 style="text-align: center;"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 1: STUDENT ACHIEVEMENT: Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to help ensure student success in college and/or careers.

Performance Objective 2: HIGH SCHOOL COMPLETION: Increase High School Completion Rate by providing support systems and monitoring individual students within cohort groups regarding enrollment status, attendance, academic achievement, and credit accrual progression and connecting students with the appropriate graduation plan and instructional support. Increase the longitudinal rate from 92.9% to 93.9%.

Summative Evaluation: Texas Accountability Performance Report - Completion, Teams Report, Cohort Report.

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














Goal 1: STUDENT ACHIEVEMENT: Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to help ensure student success in college and/or careers.

Performance Objective 3: READING: Provide a comprehensive reading process to increase all students from 71% to 80%. 1.To increase the percentage of special education students meeting state standards from 38% to 60%. 2.To increase the percentage of ELL students meeting state standards from 55% to 65%. 3. To increase the percentage of African American students meeting state standard from 57% to 70%. 4. To increase the percentage of Hispanic students meeting state standard from 63% to 70%. 5. To increase the percentage of Economically Disadvantaged students meeting state standards from 61% to 75% on the STAAR Reading Assessment.

Summative Evaluation: State Accountability Measures Grades 3-English II, Curriculum Unit Assessments K-12, Report Card Grades, District Benchmarks, Diagnostic Assessments

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Provide on-going professional development in the area of balanced literacy for district PreK-6th grade teachers.</p>	2, 3, 4	Elementary Director District Literacy Coordinators	BOY, MOY and EOY Universal Screening data will show an increase of student performance in Tier 1 and/or Tier 2, quarterly data from unit assessments will show an increase each quarter where applicable				
Funding Sources: 199-General Fund							
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1</p> <p>2) Disaggregate district data to include but not limited to universal screener, unit assessments and state assessments where applicable that will steer effective instructional practices to support deficits across sub populations.</p>	3, 8, 9	Directors of Elementary and Secondary Education, District Literacy Coordinators	Increase in over-all sub populations percentages to meet measurements of developmental processes in Universal Screener and progress monitoring assessments.				
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 2</p> <p>3) District will create a data room that supports identifying curriculum gaps and devise a district plan that targets the common threads throughout the area of deficiency thus increasing the sub and general populations.</p>	2, 3, 4, 8, 9	Directors of Elementary and Secondary Education, Instructional Coordinators	Increase in				

<p align="center">State System Safeguard Strategies</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>4) Analyze progress monitoring of student improvement utilizing Read 180 or System 44 and adjust support services when applicable.</p>	3, 4, 8, 9	District Literacy Coordinators, Instructional Coaches, Intervention Support Teachers Directors of Elementary and Secondary Education	Increase in Scholastic Reading Inventory and Universal Screener of students performance being served by System 44 and Read 180.				
<p align="center">State System Safeguard Strategies</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>5) Implement differentiated instruction in reading by integrating guiding reading and the 5 components of reading development into instruction.</p>	3, 8, 9	SISD Literacy Coordinators, Instructional Coaches, Directors of Elementary and Secondary Education	Increase in universal screening subcomponents and overall Tier 1/Tier 2 of students who were identified At Risk at BOY.				
<p>6) New teacher k-6 professional development in the area of Guided Reading will be provided to support consistent instructional practices in reading instruction.</p>	3, 4, 8, 9	Elementary Director Secondary Director Literacy Coordinators Instructional Coaches	Tier 1 will increase at MOY and EOY according to the universal screener.				
Funding Sources: 199 PIC 11 - \$3800.00							
<p>7) Training on Universal Screener Istation to analyze data and create reports that support instructional practices that target development of reading.</p>	7, 8, 9, 10	Instructional Coaches Literacy Coordinator Elementary Director	Increase in Tier 1 mastery to include but not limited to Universal Screener sub components, district unit assessments and state assessments.				
<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 7</p> <p>8) The district will employ 2 FTE Coordinators in supporting Literacy and embedded professional development to support effective literacy practices and monitor implementation district wide.</p>	3, 4	Elementary Director Literacy and Professional Development Coordinators Assistant Superintendent of C&I	Increase in literacy as shown by but not limited to district, state and universal screening data.				
Funding Sources: 199 PIC 24 SCE							
<p align="center">State System Safeguard Strategies</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>9) Continue to employ 3.5 FTE interventionists who provide reading interventions to elementary campuses.</p>	9	Director of Elementary Education					
Funding Sources: 211 Title I A							






<p align="center">Critical Success Factors CSF 1</p> <p>10) Analyze current dyslexia services and make recommendations for the adoption of an updated dyslexia program including delivery of services and identification of students</p>	3, 4	District Dyslexia Committee	<p>Revisions made to SISD dyslexia services and identification</p> <p>Staff trained and program implemented</p>				
<p>11) Implementation of Istation Universal Screener for diagnostic purposes to determine need of development of reading.</p>	7, 8, 10	Director of Elementary Education Literacy Coordinators	Time line and amount of students represented in BOY, MOY and EOY at each campus.				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: STUDENT ACHIEVEMENT: Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to help ensure student success in college and/or careers.

Performance Objective 4: WRITING: Implement an integrated writing process to increase all student performance from 63% to 80% 1.To increase the percentage of special education students meeting state standards from 32% to 60%. 2.To increase the percentage of ELL students meeting state standards from 48% to 65%. 3. To increase the percentage of African American students meeting state standard from 54% to 70%. 4. To increase the percentage of Hispanic students meeting state standard from 60% to 70%. 5. To increase the percentage of Economically Disadvantaged students meeting state standards from 57% to 75% on the STAAR Reading Assessment.on the Writing STAAR assessment.

Summative Evaluation: State Accountability Measures Grades 4, 7, and ELA I, II, Curriculum Unit Assessments K-12, Report Card Grades, District Benchmarks, Diagnostic Assessments

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Professional Development will be provided for 4th and 7th grade writing teachers in the areas of narrative and expository writing</p>	3	District Literacy Coordinators Elementary and Secondary Directors	Increase in student writing performance as measured by district and state assessments				
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>2) To review the scores of ELL and SPED at the campus and district levels at the end of each quarter and adjust instruction and intervention as needed to help students meet writing expectations</p>	3, 8	Campus Principals. Instructional Coaches, District Literacy Coordinators, and the Directors of Elementary and Secondary Education	Student records in Eduphoria				
<p>3) 4th grade writing teachers went to a training by Gretchen Bernabei to support instruction in writing.</p>	4, 8	Campus Principals District Literacy Coordinators Director of Elementary Educators	Increase in 4th grade writing scores across the district.				
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1</p> <p>4) Explore a pre-kindergarten - 12 th grade writing framework to support aligned development in writing instruction.</p>	9	Asst. Superintendent C&I Director of Elementary and Secondary Writing Committee	Chose a framework for writing instruction that will be implemented at each grade level.				

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

Goal 1: STUDENT ACHIEVEMENT: Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to help ensure student success in college and/or careers.

Performance Objective 5: MATH: Ensure that all students receive quality math instruction that is aligned to the new state standards to increase all student performance from 67% to 80%. 1.To increase the percentage of special education students meeting state standards from 42% to 60%. 2.To increase the percentage of ELL students meeting state standards from 56% to 65%. 3. To increase the percentage of African American students meeting state standard from 52% to 70%. 4. To increase the percentage of Hispanic students meeting state standard from 63% to 70%. 5. To increase the percentage of Economically Disadvantaged students meeting state standards from 62% to 75% on the Math STAAR assessment.

Summative Evaluation: State Accountability Measures Grades 3-Algebra I, Curriculum Unit Assessments K-12, Report Card Grades, District Benchmarks, Diagnostic Assessments

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Utilize TEKS Resource System documents (YAG, IFD, TVD, VAD,EMTD and Unit Assessments) to provide standards-based instruction in all K-12 Math classrooms.</p>	3	Elementary Director, Secondary Director, K-5 Math Coordinator, Instructional Coach	Unit Assessment data, benchmark data				
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Utilize Seguin ISD Backwards-design Planning Protocol Process during daily common planning time led by Instructional Coaches/Lead Teachers.</p>	3	Elementary Director, Secondary Director, K-5 Math Coordinator, Instructional Coach	Unit Assessment data, Benchmark data				
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Teachers disaggregate common assessment data with Instructional Coaches to determine areas of highest need and plan for intervention.</p>	3	Elementary Director, Secondary Director, K-5 Math Coordinator, Instructional Coach	Unit Assessment data, Benchmark data, Data Squares				
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>4) Implement district-wide benchmark and unit assessments with follow-up data analysis through the use of Seguin ISD teacher reflections.</p>	3	Elementary Director, Secondary Director, K-5 Math Coordinator, Instructional Coach	Unit Assessment data, Benchmark data, Data Squares				

<p align="center">State System Safeguard Strategies</p> <p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>5) Continue to utilize Seguin ISD 5E Model Lesson Plan and align it to the Common Instructional Framework to provide a consistent instructional plan for all teachers.</p>	3	Elementary Director, Secondary Director, K-5 Math Coordinator, Instructional Coach	Lesson plans, Unit Assessment data, Benchmark data				
<p align="center">State System Safeguard Strategies</p> <p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>6) Develop and monitor implementation of Tier 1 High-Yield Instructional Strategies Model to provide consistent rigorous, high-quality instruction.</p>	3	Elementary Director, Secondary Director, K-5 Math Coordinator, Instructional Coach	Lesson plans, Unit Assessment data, Benchmark data				
<p align="center">State System Safeguard Strategies</p> <p align="center">Critical Success Factors CSF 3 CSF 7</p> <p>7) Instructional Coaches will provide job-embedded professional development for K-12 teachers through common planning, co-teaching, and model lessons.</p>	3, 4	Secondary Director, Instructional Coach	Attend planning sessions, Lesson plans, Unit Assessment data, Benchmark data				
<p align="center">State System Safeguard Strategies</p> <p align="center">Critical Success Factors CSF 1</p> <p>8) Implement a Math curriculum writing project for grades 2-8 to make adjustments to YAGs/develop pacing calendars and problem-solving recording sheets.</p>	3	Secondary Director, K-5 Math Coordinator, Instructional Coach	Lesson plans, District Assessment Calendar				
Funding Sources: 199 PIC 11 - \$25000.00							
<p align="center">State System Safeguard Strategies</p> <p align="center">Critical Success Factors CSF 7</p> <p>9) Provide on-going professional development to K-8 Math teachers on New Mathematics TEKS, new instructional materials, and problem-solving strategies.</p>	3, 4	Elementary Director, Secondary Director, K-5 Math Coordinator, Instructional Coach	Unit Assessment data, Benchmark data				
Funding Sources: 199 PIC 11 - \$15000.00							
<p align="center">State System Safeguard Strategies</p> <p align="center">Critical Success Factors CSF 2</p> <p>10) Implement Math Universal screeners for K-8 (ESTAR/MSTAR, TEMI).</p>	3	Elementary Director, Secondary Director, K-5 Math Coordinator, Instructional Coach	Data from Universal Screeners progress monitoring.				
Funding Sources: 199 PIC 11 - \$2400.00							
<p align="center">State System Safeguard Strategies</p> <p align="center">Critical Success Factors CSF 1</p> <p>11) Development of Seguin ISD Intervention Resource Guide.</p>	3	Elementary Director, Secondary Director, K-5 Math Coordinator, Instructional Coach	Data from Universal Screeners progress monitoring, Unit Assessment data, Benchmark data				




















<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>12) Continue to provide a K-5 Math Coordinator to provide instructional support, monitor and evaluate the Mathematics program and to build instructional capacity.</p>		Director of Elementary Education	Unit assessment data and teacher reflection forms, lesson plans, C&I campus sign-in logs, and campus support request forms.				
Funding Sources: 211 Title I A							
<p align="center">State System Safeguard Strategies</p> <p align="center">Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>13) Math Coordinator will attend professional development and meetings at Region XIII and TASM for math updates.</p>	4	Director of Elementary Curriculum	Certificate of Completion				
Funding Sources: 199 PIC 11 - \$130.00							
<p align="center"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 1: STUDENT ACHIEVEMENT: Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to help ensure student success in college and/or careers.

Performance Objective 6: SCIENCE: Provide a rigorous and relevant instructional program to increase all student performance from 69% to 80%. 1. To increase the percentage of special education students meeting state standards from 36% to 60%. 2. To increase the percentage of ELL students meeting state standards from 39% to 60%. 3. To increase the percentage of African American students meeting state standard from 60% to 70%. 4. To increase the percentage of Hispanic students meeting state standard from 63% to 70%. 5. To increase the percentage of Economically Disadvantaged students meeting state standards from 63% to 75% on the Science STAAR assessment.

Summative Evaluation: State Accountability Measures Grades 5,8, and Biology I, Curriculum Unit Assessments K-12, Report Card Grades, District Benchmarks, Diagnostic Assessments

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Utilize TEKS Resource System documents (YAG, IFD, TVD, VAD, Unit Assessments) to provide standards-based instruction in all K-12 Science classrooms.</p>	3	Elementary Director, Secondary Director, Science Coordinator, Instructional Coaches, Principals, Teachers	Unit Assessment Data				
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Utilize Seguin ISD Backwards-design Planning Protocol Process during daily common planning time led by Instructional Coaches/Lead Teachers.</p>	3, 8	Elementary Director, Secondary Director, Science Coordinator, Instructional Coaches	Unit Assessment Data				
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Teachers disaggregate common assessment data with Instructional Coaches to determine areas of highest need and plan for intervention.</p>	3	Elementary Director, Secondary Director, Science Coordinator, Instructional Coaches	Data squares, Unit Assessment Data, Benchmark test				
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>4) Implement district-wide benchmark and unit assessments with follow-up data analysis through the use of Seguin ISD teacher reflections.</p>	3	Elementary Director, Secondary Director, Science Coordinator, Instructional Coaches	Data squares, Unit Assessment Data, Benchmark test				

<p align="center">State System Safeguard Strategies Critical Success Factors CSF 1 CSF 7</p> <p>5) Continue to utilize Seguin ISD 5E Model Lesson Plan and align it to the Common Instructional Framework to provide a consistent instructional plan for all teachers.</p>	3	Elementary Director, Secondary Director, Science Coordinator, Instructional Coaches	Lesson plans, Unit Assessment Data, Benchmark test				
<p align="center">State System Safeguard Strategies Critical Success Factors CSF 1 CSF 7</p> <p>6) Develop and monitor the implementation of Tier 1 Science High-Yield Instructional Strategies Model, to provide consistent, rigorous, high-quality instruction.</p>	3	Elementary Director, Secondary Director, Science Coordinator, RTI Coordinator, Instructional Coaches	Tier 1 Science High-Yield Instructional Strategies Model, Monitor using Classroom Observation Forms				
<p align="center">State System Safeguard Strategies Critical Success Factors CSF 7</p> <p>7) Instructional Coaches will provide job-embedded professional development for 6-12 teachers through common planning, co-teaching, and model lessons.</p>	3, 4	Secondary Director, Science Coordinator, Instructional Coaches	Attend planning, Lesson plans, Unit Assessment Data, Benchmark test				
<p align="center">State System Safeguard Strategies Critical Success Factors CSF 1 CSF 7</p> <p>8) Reviewed and edited the YAGs and develop pacing calendars with Middle and High School Science Instructional coaches during the summer.</p>	3	Director of Elementary Education, Director of Secondary Education, Science Coordinator, Instructional Coaches	Unit Assessment Calendar, Lesson plans,				
<p align="center">State System Safeguard Strategies Critical Success Factors CSF 3</p> <p>9) Provide professional development to K-12 Science teachers on STEMscopes (science instructional materials) and ongoing training and support as needed per campus.</p>	4	Science Coordinator, Instructional Coaches	Lesson plans				
<p align="center">State System Safeguard Strategies Critical Success Factors CSF 7</p> <p>10) Provide quarterly planning to 5th grade Science teachers to ensure consistency of instructional practices.</p>	3	Science Coordinator, Instructional Coaches	Attend planning, Lesson plans, Unit Assessment Data, Benchmark test				


















<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>11) Continue to provide science support from the district coordinator by monitoring programs, providing and building instructional capacity and the quality of instructional alignment.</p>	4	Director of Elementary Education, Director of Secondary Education	Lesson plans, unit assessment data and teacher observation forms, C&I campus sign-in logs, and campus support request forms.				
Funding Sources: 211 Title I A							
<p align="center">State System Safeguard Strategies</p> <p>12) District Science Coordinator attends Leadership Network meetings at Region XIII to gain information of science updates and professional development.</p>	4	Director of Elementary Education, Director of Secondary Education	Professional Development				
<p align="center"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 1: STUDENT ACHIEVEMENT: Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to help ensure student success in college and/or careers.

Performance Objective 7: SOCIAL STUDIES: Provide a rigorous and relevant instructional program to increase all student performance from 70% to 80%. 1.To increase the percentage of special education students meeting state standards from 36% to 60%. 2.To increase the percentage of ELL students meeting state standards from 29% to 60%. 3. To increase the percentage of African American students meeting state standard from 66% to 70%. 4. To increase the percentage of Hispanic students meeting state standard from 65% to 70%. 5. To increase the percentage of Economically Disadvantaged students meeting state standards from 64% to 75% on the Social Studies STAAR assessment.

Summative Evaluation: State Accountability Measures Grades 8 and US History, Curriculum Unit Assessments K-12, Report Card Grades, District Benchmarks, Diagnostic Assessments

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Develop and monitor implementation of Tier 1 Social Studies High-Yield Instructional Strategies Model to provide consistent rigorous, high-quality instruction.</p>	3	Secondary Coordinator, Campus Principal, Instructional Coach	Tier 1 Social Studies High-Yield Instructional Strategies Model, Monitor using Classroom Observation Forms				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Instructional Coaches will provide job-embedded professional development for 6-12 teachers through common planning, co-teaching, and model lessons.</p>	4	Secondary Coordinator, Campus Principal, Instructional Coach	Agendas and sign-in sheets, Classroom Observations				
<p>Critical Success Factors CSF 1</p> <p>3) Work with teachers to develop 8th grade US History pacing calendars and YAG.</p>		Secondary Coordinator, Campus Principal, Instructional Coach	Agendas and sign-in sheets, Lesson Plans, Classroom Observations				
<p>State System Safeguard Strategies Critical Success Factors CSF 1 CSF 7</p> <p>4) Provide quarterly professional development to 6-8 Social Studies teachers on integration of reading and writing strategies.</p>	4	Secondary Coordinator, Campus Principal, Instructional Coach	Agendas and sign-in sheets, Lesson Plans, Classroom Observations				
Funding Sources: 199 PIC 11 - \$700.00							
<p>Critical Success Factors CSF 1 CSF 7</p> <p>5) District will provide a secondary coordinator to monitor and evaluate the social studies program and build instructional capacity with teachers.</p>	4	Secondary Curriculum Director					
Funding Sources: 199 PIC 24 SCE							

<p align="center">Critical Success Factors CSF 1</p> <p>6) Complete internal program review of K-8 Social Studies.</p>		Secondary Coordinator	Program Review				
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>7) Coordinate 8th grade US History Citizenship Day to include presentations from members of the Seguin community at both middle schools.</p>		Secondary Coordinator	Presenters and sign-in sheets				
<p align="center">Critical Success Factors CSF 3</p> <p>8) Secondary coordinator will attend Region 13 Social Studies Leadership Meeting and other professional conferences.</p>	4	Secondary Coordinator					
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: STUDENT ACHIEVEMENT: Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to help ensure student success in college and/or careers.

Performance Objective 8: PHYSICAL EDUCATION: Provide a comprehensive PE program that meets all the requirements of the Physical Education TEKS Pre-K through 12 in order for all students to gain knowledge, skills, appreciation of physical fitness, good nutrition, and healthy eating.

Summative Evaluation: Student participation reports, Fitness Gram assessment reports, and grade reports for student performance.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Continue to explore offering various physical education classes that meet the individual needs of students and are aligned with the TEKS</p>		PE/Outdoor Education Coordinator	Course Selection Guide Master Schedule				
Funding Sources: 199-General Fund							
<p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>2) Create and maintain budgets to support the equipment and resources needed to create diverse programs within physical education, afterschool clubs/intramurals & athletics</p>	3, 5	PE/Outdoor Coordinator	District wide Physical Education Budget Program participation				
Funding Sources: 199-General Fund - \$2500.00							
<p>Critical Success Factors CSF 6 CSF 7</p> <p>3) Create and maintain budgets to support professional development for physical education and outdoor education teachers</p>	3, 4, 5, 9	PE/Outdoor Coordinator	District wide Physical Education Budget Program participation				
Funding Sources: 199-General Fund							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: STUDENT ACHIEVEMENT: Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to help ensure student success in college and/or careers.

Performance Objective 9: FINE ARTS: Provide a rich, articulated curriculum that meets all the requirements of the Fine Art TEKS Pre-K through 12 in order for all students to gain knowledge, appreciation and attain mastery of the various areas within the Fine Arts.

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

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>1) 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/				
Funding Sources: 199-General Fund							
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) Each elementary campus will offer music classes as an elective. Staffing will include certified music teachers.</p>		Elementary Principals, Director of Fine Arts	Master Schedule, teacher certification, lesson plans				
Funding Sources: 199-General Fund							
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>3) All secondary campuses will offer a variety of fine arts electives to meet the interest of all students. Staffing will include fine arts certified teachers.</p>		Director of Secondary Education, Campus Principals, Director of Fine Arts	Master Schedule, teacher certification, student participation rate by elective				
Funding Sources: 199-General Fund							
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>4) Implement a fine arts curriculum writing project to create district fine arts curriculum to align with new Fine Arts TEKS for 2015-16.</p>		Director of Secondary Education, Director of Fine Arts	Curriculum writing schedule, completed curriculum documents, lesson plans				
Funding Sources: 199-General Fund							
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>5) Provide on-going professional development to Fine Arts teachers on New Fine Arts TEKS, new instructional materials, and best practices for all fine arts genres.</p>		Director of Secondary Education, Director of Fine Arts	Lesson Plans, professional development attendance certificates, student participation in shows, performances, and/or competitions				
Funding Sources: 199-General Fund - \$1250.00, 199-General Fund - \$250.00, 199-General Fund - \$250.00, 199-General Fund - \$500.00, 199-General Fund - \$100.00, 199-General Fund - \$100.00							

<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>6) 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 4 CSF 5 CSF 6</p> <p>7) Offer Fine Arts participation opportunities outside of the regular school day.</p>		<p>Director of Fine Arts, Fine Arts Faculty</p>	<p>Activity list, attendance records, Shows/performances of groups</p>				
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>8) Recruit guest artists, clinicians, and/or consultants for school day activities.</p>		<p>Director of Secondary Education, Director of Fine Arts, Fine Arts Faculty</p>	<p>Lesson Plans, consultant contracts, student participation in shows, performances, and/or competitions.</p>				
<p>Funding Sources: 199-General Fund - \$20000.00</p>							
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>9) Develop partnerships with community organizations to foster participation in educational opportunities and activities in fine arts in all grade levels</p>		<p>Director of Secondary Education, Director of Fine Arts</p>	<p>List of activities with partnerships: Teatro De Juan Seguin, TLU Music Department, Texas Theater, McNay Art Museum, Mid-Texas Symphony, Seguin Art League, Heritage Museum</p>				
<p>Critical Success Factors CSF 5</p> <p>10) Develop a fine arts web page and calendar of events outlining all district and community fine arts events, to focus all grade levels on fine arts opportunities in the district and community.</p>		<p>Webmaster/District Technologist, Director of Fine Arts</p>	<p>Published web page, published calendar</p>				
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue</p>							

Goal 1: STUDENT ACHIEVEMENT: Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to help ensure student success in college and/or careers.

Performance Objective 10: HEALTH AND WELLNESS: Provide a Health and Wellness program that enhances the health and well-being of all students while promoting good health throughout their lifespan.

Summative Evaluation: Fitness Gram assessment reports. Body Mass Index reports, Juvenile Diabetes reports, participation rates for health and wellness activities and events.

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

Goal 1: STUDENT ACHIEVEMENT: Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to help ensure student success in college and/or careers.

Performance Objective 11: CAREER TECHNICAL EDUCATION: Provide a successful career and technical education program for all students that provides real world learning experiences aligned to industry standards which leads to a Foundation Graduation Plan with Endorsements. Maintain 100% of all 9th grade students having a Personal Graduation Plan (PGP) and Endorsement that is aligned with required program participation and course selections. Report on the number of students receiving industry certifications.

Summative Evaluation: CTE course enrollment, CTE course sequences complete, CTE grades, industry certifications, CTE practicum enrollment, post-secondary career education enrollment.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6</p> <p>1) Develop procedures to ensure that every student in grades 7-12 are aware of and have opportunity to complete a 4-6 year graduation plan detailing a coherent sequence of CTE courses, college and career readiness skills awareness, a preference of career choice and a clear pathway through high school leading to higher education and/or career technical training programs.</p>		Director of CTE	Graduation Plan Report Endorsement Sequence Report				
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) Create a marketing and awareness campaign for the Career and Technical Education Department that highlight programs of study, coherent sequences, licensing and certification, work-based learning opportunities, promotes participation on non-traditional courses, and 4-6 year planning requirements for all students. (TIP)</p>		CTE Director	CTE (Endorsement)Sequence Enrollment 4-6 year plans on file				

<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>3) 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 courses in the Education course sequence to explore the possibility of expanding beyond Early Childhood focus. (TIP)</p>		CTE Director	<p>Seguin Chamber of Commerce Industrial Relations Committee outreach (company visits to SHS/student tours of company)</p> <p>Community input on Advisory Committees as recorded on meeting minutes.</p> <p>Partnerships in purchasing current equipment.</p> <p>Partnerships in learning-lab design.</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>4) Utilize Career Cruising for career exploration, course planning, college research, academic and college and career integration.</p>		Director of CTE	<p>Interest Inventory Interest Inventory/Course Selection Coherence</p> <p>(With resources required to build course lists and move of 6th grade, Career Cruising suggested implementation in next school year).</p>				
<p align="center">Critical Success Factors CSF 3 CSF 4</p> <p>5) Attend Master Schedule trainings to better serve all students through an articulated CTE Framework. (TIP)</p>	4						
<p align="center"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 1: STUDENT ACHIEVEMENT: Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to help ensure student success in college and/or careers.

Performance Objective 12: BILINGUAL/ESL: Continue to implement and support an effective program of instruction for linguistically and culturally diverse students so that they may master the state curriculum and to facilitate students in acquiring English as a second language.

- 1.To increase the percentage of ELL students progressing one proficiency level from 66.4% to 70%*.
- 2.To increase the percentage of ELL students with 1-4 years in U.S. schools attaining Advanced High from 34.9% to 38%*.
- 3.ELL with 5+ years in U.S. schools attaining Advanced High from 56.3% to 59%*.
- 4.Report on number of ELL students meeting exit criteria in Bilingual and ESL programs.

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

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Provide sheltered instruction training to secondary core teachers who service ELL students (TIP)</p>	4	Bilingual/ESL Coordinator Coordinator of Academic Support Campus Administrators	Agendas Sign in sheets certificates				
Funding Sources: 263 Federal Bilingual - \$950.00							
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Provide three day Fall ESL Academy to secondary core teachers to increase certified personnel who serve ELL students (TIP)</p>	1, 2	Bilingual/ESL Coordinator Coordinator of Academic Support Campus Administrators	Agendas Sign in sheets Certificates				
Funding Sources: 263 Federal Bilingual							
<p>3) Utilize local funds to provide 3 LPAC clerks to support the 4 elementary bilingual campuses and Saegert in the area of state and federal compliance. (TIP)</p>	10	Bilingual/ESL Coordinator Coordinator of Academic Support Campus Administrators	LPAC documents Campus Audits				
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1</p> <p>4) Implement the ELL Plan for Success to monitor academic progress of ELLs (TIP)</p>	9	Bilingual/ESL Coordinator Coordinator of Academic Support Campus Administrators	LPAC minutes Failure Reports Principal Assurance				

<p align="center">Critical Success Factors CSF 1</p> <p>5) Provide Professional Development in collaboration with Bilingual Consultant to develop and implement the English Transition Guide (TIP)</p>	4, 10	Bilingual/ESL Coordinator Campus Administrators	LPAC documents Lesson plans Language Acquisition Profiles TELPAS reports				
<p align="center">State System Safeguard Strategies</p> <p align="center">Critical Success Factors CSF 5</p> <p>6) Use Title III Funds to purchase and provide parent resources to be distributed during the Bilingual/ESL Parent Orientation meetings.</p>	6	Bilingual/ESL Coordinator Coordinator of Academic Support Campus Administrators Counselors	sign in sheets Agendas Title III Parent Survey				
Funding Sources: 263 Federal Bilingual							
<p align="center">Critical Success Factors CSF 1</p> <p>7) PK-12 Counselors will hold individual student meetings for ELL students to review grades, hand scheduling, monitor attendance, provide academic support and address the affective domain (TIP)</p>	9	Counselors Campus Administrators Bilingual/ESL Coordinator Coordinator of Academic Support	Affective Domain Logs Counselors meeting agendas Grades and Attendance Reports				
<p align="center">Critical Success Factors CSF 1</p> <p>8) Utilize Title I-A Funds to provide campus-level LEP support (8 aides) for delivery of rigorous and relevant instruction and the implementation of school improvement activities.</p>	10	Bilingual/ESL Coordinator Campus Administrators	Time and Effort				
<p align="center">Critical Success Factors CSF 1</p> <p>9) Utilize Title III-A Funds to provide campus-level LEP support (8 aides) for delivery of rigorous and relevant instruction and the implementation of school improvement activities.</p>		Bilingual/ESL Coordinator Campus Administrators	Time and Effort				
<p align="center">State System Safeguard Strategies</p> <p align="center">Critical Success Factors CSF 1</p> <p>10) Utilize Title III funds to purchase supplemental instructional materials to increase language proficiency and academic performance of ELLs (TIP)</p>	10	Bilingual/ESL Coordinator Coordinator of Academic Support Campus Administrators	lesson plans Rosetta Stone reports TELPAS				
Funding Sources: 263 Federal Bilingual							
<p align="center">State System Safeguard Strategies</p> <p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>11) Continue to provide ELPS professional development for teachers, instructional support staff and campus administrators (TIP)</p>	4	Bilingual/ESL Coordinator Coordinator of Academic Support Campus Administrators	sign in sheets Agendas certificates				
Funding Sources: 199 PIC 25 Bil							

<p align="center">State System Safeguard Strategies</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>12) Utilize Title I funds to provide an additional Bilingual Instructional Coach to serve ELLs at 2 of the 4 bilingual quadrants (K-5) (TIP)</p>	9	Bilingual/ESL Coordinator Coordinator of Academic Support Campus Administrators	schedule job description contract				
<p>13)) Utilize local Funds to provide campus-level LEP support (4 aides, grades K-2) for delivery of rigorous and relevant instruction and the implementation of school improvement activities (TIP)</p>	9	Bilingual/ESL Coordinator Coordinator of Academic Support Campus Administrators	schedule job description				
<p align="center">State System Safeguard Strategies</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 4</p> <p>14) Utilize local funds to provide 3 ESL support aides at the secondary level to include two at AJB and one at SHS. (TIP)</p>	9	Bilingual/ESL Coordinator Coordinator of Academic Support	schedule job description				
<p align="center"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

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Performance Objective 13: SPECIAL EDUCATION: The district will provide each student with an individualized education program designed to meet the student's specific needs as an exceptional learner in accordance with the IDEA provided within the least restrictive environment. 1) To have students in special education meet 100% of the system safeguards 2) To decrease the number of special education discipline referrals to In-School Suspension and Out-of School Suspension by 50%. 3) To develop structures for ensuring 100% program compliance on State Performance Plan Indicators. 4) To increase the participation of students ages 6-11 from 77% to 90% in the Least Restrictive Environment that promotes a full continuum of service options and inclusion practices.

Summative Evaluation: STAAR/EOC Data, 2014 PBMAS report, ARD Data in Case-e, Eduphoria! AWARE Data, Discipline data, State Performance Plan Indicator report

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Provide professional development for all Inclusion Special Education teachers in Co-Teach/Inclusion Model. (TIP)</p>	4	Campus Administrators, Special Education Director, Special Education Coordinator	Certificate of Completion, Sign-In Sheets, Walk-through Data				
Funding Sources: 199 PIC 23 SpEd - \$3000.00							
<p>Critical Success Factors CSF 4 CSF 7</p> <p>2) Continue to implement Solid ROOTS program through updated professional development and ongoing monitoring to address behavioral needs of students receiving Tier 3 behavioral interventions. (TIP)</p>	2	Campus Administrators, District Behavior Specialists, Director of Special Education	Weekly Sign-in sheets, meeting notes, Solid ROOTS documentation, Walk-through data, training logs/sign-in sheets				
Funding Sources: 199 PIC 23 SpEd - \$5000.00							
<p>Critical Success Factors CSF 4</p> <p>3) District and campus administrative teams will conduct a systematic weekly review of the number of students in special education with discretionary placements in ISS, OSS, and DAEP and revise students' behavior intervention plans to provide additional support, if needed (per ARD Committee recommendation).</p>	2	Campus principals & assistant principals, Special Education Director	Monthly discipline spreadsheet, TEAMS ISS and OSS summary reports				

<p align="center">Critical Success Factors CSF 4 CSF 6</p> <p>4) Provide staff development to Solid ROOTS, Life Skills, special and general education teachers & paraprofessionals, principals/assistant principals & counselors on Satori Alternatives to Managing Aggression (SAMA) to provide strategies for students who have behavioral difficulties. (TIP)</p>	2	Special Education Director, Special Education Coordinator, District Behavior Specialists, Campus Principals & Assistant Principals	Sign-in Sheets, Evaluation of walk-through data, PBIS data, PBMAS data				
Funding Sources: 199 PIC 23 SpEd - \$2700.00							
<p align="center">State System Safeguard Strategies Critical Success Factors CSF 4</p> <p>5) Provide Master Schedule training to district and campus administrative teams in order to facilitate appropriate placements in the least restrictive environment for students with disabilities. (TIP)</p>	9	District/Campus Administrators, General & Special Education Teachers, Special Education Department and Director of Special Education	PBMAS Report, Internal Audit Data, Monitoring of ARD documents				
<p align="center">State System Safeguard Strategies Critical Success Factors CSF 1 CSF 4</p> <p>6) Hand schedule special education students with campus counselors, special education teachers/department chairs to ensure appropriate services and placement in accordance with ARD Committee recommendations.</p>	9	Campus Principals & Assistants, Special Education Director & Coordinator, Elementary & Secondary Curriculum Director	Campus master schedules, ARD/IEP documentation				
<p align="center">State System Safeguard Strategies Critical Success Factors CSF 1</p> <p>7) Continue to create, implement, and monitor an Intensive Plan of Instruction (IPI) for each special education student.</p>	9	Special Education Department and Director of Special Education, Campus Principals & Assistant Principals, Special Education Teachers	ARDC documentation & deliberations, IPI plans, principal attestation documents				
<p align="center">State System Safeguard Strategies Critical Success Factors CSF 7</p> <p>8) Provide district-wide professional development for the STAAR Accommodated assessment to include: principals, assistant principals, instructional coaches, general and special education teachers, counselors, and special education appraisal staff.</p>	4	Special Education Director, Elementary Curriculum Director, Secondary Curriculum Director, District 504 Coordinator, Campus Principals & Assistant Principals, District Testing Coordinator	Eduphoria logs, sign-in sheets, principal attestation documents				

<p align="center">Critical Success Factors CSF 5</p> <p>9) Special Education Department will continue to implement monthly Parent Training classes which provide training and support for parents of students with disabilities.</p>	6	Special Education Department and Director of Special Education	Meeting agendas and sign-in sheets				
Funding Sources: 199 PIC 23 SpEd - \$800.00							
<p align="center">Critical Success Factors CSF 3</p> <p>10) Monitor evaluation logs for initial evaluations, re-evaluations, and annual review meeting dates on a monthly basis to ensure adherence to federal timelines.</p>	10	District/Campus Administrators, General & Special Education teachers, Special Education Department, Director & Coordinator of Special Education	PBMAS report, Internal Audit Data, Monitor audit documents for compliance indicators, State Performance Plan Indicators				
<p align="center">Critical Success Factors CSF 7</p> <p>11) Continue training special education teachers in the implementation of the State Performance Plan Indicator 7 (Early Childhood Outcomes) monitoring system in order to ensure accurate documentation of the yearly progress of special education students, ages 3-5.</p>	10	Special Education Director & Coordinator, Pre-Kindergarten & Kindergarten General and Special Education teachers, Campus Principals & Assistant Principals, District Appraisal Staff	ARD/IEP documentation, SPP Indicator Plan, ECO form, training logs/ sign-in sheets				
<p align="center">Critical Success Factors CSF 4</p> <p>12) Train the secondary special education department chairs, educational diagnosticians, and licensed specialists in school psychology in completion of the TEA Data Collection Checklist for Measurement of Indicator 13 (Secondary Transition) to ensure 100% compliance by conducting student folder/IEP audits.</p>	10	Special Education Coordinator, Special Education Director, Campus Principals & Assistant Principals	SPP Indicator Plan, ARD/IEP Documentation, Data Collection Checklist, training logs/sign-in sheets				
<p align="center">State System Safeguard Strategies Critical Success Factors CSF 1 CSF 4</p> <p>13) Develop a clear district procedure for the inclusion of students with significant disabilities in the general education classroom. (TIP)</p>		Special Education Director & Coordinator, Campus Principals & Assistant Principals, General & Special Education Teachers	Copy of district procedure, Special Education Teacher schedules and weekly planning logs				

<p>State System Safeguard Strategies Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>14) Implement and monitor a common weekly planning and collaboration procedure between general education and special education teachers. (TIP)</p>		<p>Campus Principals & Assistant Principals, Special Education Director & Coordinator</p>	<p>Weekly planning logs</p>				
<p>State System Safeguard Strategies Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>15) Evaluate the current staffing patterns for campuses with special programs and determine if there is adequate coverage to meet the needs of students with significant disabilities.</p>		<p>Assistant Superintendent of Human Resources, Assistant Superintendent of Curriculum & Instruction, Director & Coordinator of Special Education, Campus Principals & Assistant Principals</p>	<p>Staffing charts for district and individual campus, teacher/student ratios, student achievement data</p>				
<p>State System Safeguard Strategies Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>16) Conduct an internal program review of the inclusion/co-teach model by Jan. 15.</p>		<p>Director & Coordinator of Special Education</p>	<p>Co-Teaching Quality Indicator document</p>				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>17) Monitor special education students' instructional time, per ARD Committee recommendations, after each grading period.</p>		<p>Director & Coordinator of Special Education, Campus Principals & Assistant Principals</p>	<p>Special Education teachers' schedules</p>				
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue</p>							

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Performance Objective 14: AT-RISK: Implement and provide a comprehensive student support system at all campuses that addresses the academic and behavioral needs of all students through a response to intervention process.

Summative Evaluation: District and Campus RtI meeting agendas, Campus RtI Implementation Progress Report, and sign in sheets.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p align="center">State System Safeguard Strategies</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 4</p>		Assistant Superintendent of C&I	Unit Assessment Scores				
1) Utilize SHARS funds to provide accelerated instruction for At-Risk students at the campus level.							
Funding Sources: 199- SHARS - \$100000.00							
2) Coordinate services to at-risk students in the areas of truancy and assignment to the Juvenile Detention Center or DAEP.	6, 10	Executive Director of Student Services	Student enrollment records at JDC and Burges Alternative Center				
Funding Sources: 199-General Fund, 211 Title I A							
3) Designated Turn Around Team days will provide campus leadership with district-level oversight and monitoring of the implementation of intervention plans for at-risk students, mastery of TEKS, and curricular alignment.	9	Deputy Superintendent	Unit Assessments				
<p align="center">State System Safeguard Strategies</p>	9	Campus Principals	Unit assessment scores, STAAR scores				
4) Provide targeted interventions for students in grades 5 and 8 who scored below the Phase-in Level II passing standard on the 2014 Math and/or Reading test.							
5) Provide social services and interventions for our Early Childhood Program	7	Early Childhood Campus Principal	Increased student attendance and decreased number of students identified as At Risk in PreK				
<p align="center">Critical Success Factors</p> <p align="center">CSF 1</p>	4	Principal of JDC	STAAR Scores				
6) Provide rigorous and relevant instruction by highly qualified teachers to students who are temporarily housed at the Juvenile Detention Center.							
Funding Sources: Title I D - \$70118.00							
<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 3 CSF 7</p>	4, 8, 9	Assistant Superintendent of C&I, Secondary Coordinator, Elementary Literacy Coordinator	Completion of Campus RtI Implementation Plan, RtI Campus Visit Schedule and Notes				
7) Utilize Region 13 RtI Specialist to support implementation of RtI processes at campuses district-wide. (TIP)							
Funding Sources: 199-General Fund - \$15000.00							

<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>8) Provide support to Campus RtI Teams implementing district RtI processes, including a tiered system of interventions for academic and behavior systems, universal screening, progress monitoring, and data-based decision making.</p>	9	Assistant Superintendent of C&I, Secondary Coordinator, Elementary Literacy Coordinator	Monthly review of campus RtI Student Monitoring Report				
<p align="center">Critical Success Factors CSF 1</p> <p>9) Continue to monitor implementation of Seguin ISD RtI processes through monthly District RtI Committee meetings.</p>	9	Assistant Superintendent of C&I, District RtI Committee Members	Agendas and sign-in sheets for monthly meetings				
<p align="center">Critical Success Factors CSF 1</p> <p>10) Provide campuses with Tier 1 High-Yield Instructional Strategies Models for core content areas and behavior systems.</p>	9	Elementary Curriculum Director, Secondary Curriculum Director, District Instructional Coordinators, Campus Principal, Instructional Coach	Tier 1 High-Yield Instructional Strategies Models for core content areas and behavior systems, Tier 1 Classroom Observation Forms				
<p align="center">Critical Success Factors CSF 1</p> <p>11) Develop Tier 2 and Tier 3 intervention options for academic systems, specifically Mathematics and English Language Arts.</p>	9	Elementary Literacy Coordinator, K-5 Math Coordinator	Tier 2 and Tier 3 Intervention Menus for Mathematics and English Language Arts				














<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>12) Provide support to Campus RtI Teams implementing behavior interventions - Tier 2 (Bridges) and Tier 3 (Solid ROOTS). (TIP)</p>	4, 8, 9	Assistant Superintendent of C&I, Executive Director of Student Support Services, Secondary Coordinator, Elementary Literacy Coordinator, Special Education Director, Special Education Coordinator, Behavior Specialists	Sign-in and agenda for Bridges Campus Training and Stakeholder's Meeting, Monthly review of campus RtI Student Monitoring Report, sign-in and documentation from weekly Solid ROOTS campus meetings				
Funding Sources: 199-General Fund - \$10350.00, 199-General Fund - \$2100.00							
<p align="center">Critical Success Factors CSF 1</p> <p>13) Develop district-wide RtI documentation in Eduphoria Aware and provide online training for PK-8 campus staff.</p>	9	Secondary Coordinator	RtI Forms in Eduphoria Aware, RtI eCourse Staff Completion Report by campus				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>14) Summer School: The district will support summer school for: students who have not met the passing standard in reading and math, for bilingual PK -K students, with the goal of increasing student achievement.</p>	7, 9	Assistant Superintendent of C&I	SSI scores, summative assessment scores, student grades				
Funding Sources: 211 Title I A - \$50000.00, 199 PIC 24 SCE							
<p align="center"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

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Performance Objective 15: GIFTED AND TALENTED: Provide curriculum and instruction for all high ability learners by modifying the depth, complexity, and pacing of the general school program to increase student performance at level III by 25%.

Summative Evaluation: ESC 13 Program Evaluation, T.E.A. Gifted and Talented Program Standards tool, Campus GT Program Schedule and Program Activity Presentations, Student assessment performance including State Accountability advanced level III results.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Develop a plan for curriculum alignment to address the needs of advanced students in K-5 students in core curriculum areas based upon the Texas Performance Standards Project.</p>	1, 3	District GT Coordinator Elementary GT Campus Facilitators	Vertically aligned plan developed and implemented Common lesson plans developed by elementary campus facilitators to be accessed in Dropbox				
Funding Sources: 199 PIC 21 GT							
<p>Critical Success Factors CSF 2</p> <p>2) Monitor and support Elementary GT students on District Assessments and provide targeted instruction to support Level III Advanced on STAAR.</p>		Elementary GT Campus Teachers District GT Coordinator	Develop and maintain support plans of individual students progress in Level III Advanced that were developed off of data analysis.				
Funding Sources: 199 PIC 21 GT							
<p>Critical Success Factors CSF 5</p> <p>3) Provide a parent/student event once each semester for identified elementary students and their families to provide information or resources to meet the needs of advanced students</p>		Elementary GT Facilitators and District GT Coordinator	Notices of events, sign-in sheets, evaluations, and parent surveys				
Funding Sources: 199 PIC 21 GT							
<p>Critical Success Factors CSF 1 CSF 2</p> <p>4) Screen all kindergarten students with an abilities measure to identify potentially gifted students.</p>	3	Elementary GT Facilitators. District GT Coordinator	Data from student screening and an increase in the number of students identified for GT services				
Funding Sources: 199 PIC 21 GT - \$6000.00							
<p>Critical Success Factors CSF 1</p> <p>5) Provide an opportunity for 30 Hour GT Foundation Training for elementary core teachers</p>		Director of Elementary Education Assistant Superintendent of C&I	Information disseminated to staff communicating 30 Hour GT offerings and inventory of staff completing the hours.				
Funding Sources: 199 PIC 21 GT - \$3000.00							

<p align="center">Critical Success Factors CSF 7</p> <p>6) Provide training for advanced academic teachers in grades 6-12 to include Days 1 and 2 of the 30 hour GT Foundation Training and content training (Pre AP, AP, or Laying the Foundation)</p>	3	Directors or Elementary and Secondary Ed.	Increase in Level 3 scores on STAAR and an increase in AP scores				
Funding Sources: 199 PIC 21 GT							
<p align="center">Critical Success Factors CSF 3</p> <p>7) Provide required GT training in the areas of nature and needs and assessment for district counselors and campus principals</p>		Directors of Elementary and Secondary Education	100% of district counselors and campus principals have completed the training				
Funding Sources: 199 PIC 21 GT - \$750.00							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: STUDENT ACHIEVEMENT: Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to help ensure student success in college and/or careers.

Performance Objective 16: MIGRANT: Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state instructional content and student performance standards expected of all children.

Summative Evaluation: State Accountability Measures Grades 3-12, Curriculum Unit Assessments K-12, Report Card Grades, District Benchmarks, Diagnostic Assessments

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1</p> <p>1) Provide monthly PFS student rosters for counselors to verify grades, student attendance, and academic tutorials</p>	9, 10	Coordinator of Academic Support, Campus Counselors, Migrant Recruiter	PFS TEAMS reports, grades, attendance, assessments				
<p>Critical Success Factors CSF 1</p> <p>2) Utilize Title I-C funds to continue to recruit, monitor and provide services to Migrant students (TIP)</p>	10	Coordinator of Academic Support	Campus Attendance reports, Student by Student TEAMS data, EOC data				
<p>Critical Success Factors CSF 1</p> <p>3) Provide Migrant Book Club at sixth grade center to increase reading fluency, comprehension and leadership skills</p>	10	Coordinator of Academic Support Migrant Tutor	Sign in sheets Lesson Plans Schedules				
Funding Sources: Title I C - \$500.00							
<p>4) Provide Achievers & Empowerment sessions at 6-12th grade campuses to promote student achievement and academic success</p>		Coordinator of Academic Support, Migrant Tutor Campus Counselors	Sign in sheets Powerpoints Handouts Assessment data				
<p>Critical Success Factors CSF 1</p> <p>5) Provide Seguin Youth leadership summit for ELL students in June to build leadership and communication skills.</p>	10	Coordinator of Academic Support Migrant Tutor	Program Evaluation				
Funding Sources: Title I C							
<p>Critical Success Factors CSF 1</p> <p>6) Continue to provide and utilize 30 iPads for PFS students in grades 3rd-8th grade during classroom instruction and tutorials.</p>	9	Coordinator of Academic Support Migrant Tutor	lesson plans grades teacher evaluation				
Funding Sources: Title I C							

<p align="center">Critical Success Factors CSF 5</p> <p>7) Continue to distribute 18 netbooks to active Migrant families to provided parent involvement, student achievement and program support.</p>	6	Coordinator of Academic Support Migrant Recruiter Migrant Tutor	Student/Parent Handout grades end of year evaluation				
Funding Sources: Title I C - \$3200.00							
<p align="center">Critical Success Factors CSF 1</p> <p>8) Continue to provide Migrant Tutor services to secondary students to support academic achievement, mentoring and leadership development during tutoring, leadership sessions and summer leadership summit.</p>		Coordinator of Academic Support Migrant Tutor Campus Principal	agendas timesheets program evaluation lesson plans				
Funding Sources: Title I C - \$4000.00							
<p align="center"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 1: STUDENT ACHIEVEMENT: Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to help ensure student success in college and/or careers.

Performance Objective 17: MCKINNEY-VENTO: The District will enroll and serve identified students in a timely manner and provide services in conjunction with the ESC-13. Students will receive services through the district homeless liaison and campus counselors. 100% of students identified will be enrolled without delay and will receive services as needed.

Summative Evaluation: McKinney Vento Students Enrollement Records

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Utilize the Student Residency and Foster Care Questionnaire to identify eligible homeless students upon enrollment.	1	Student Services Specialist/Homeless Liaison, Campus Registrars	McKinney-Vento Rosters				
2) Provide resources to identified homeless students including school supplies, emergency clothing, hygiene products, government assistance program referrals, and free school meals.	1	Student Services Specialist/Homeless Liaison	Resource Log of Services Provided				
Funding Sources: Grant - Homeless - \$10681.00							
3) Provide LEADERS Program for Homeless students in June to build leadership and communication skills while earning speech credit. Program includes facility rental, student transportation, dormitory housing at a University campus, facilitators to include a teacher of record, and meals/snacks for participants.		Student Services Specialist/Homeless Liaison	Registration form, Student Sign-in sheets, Agendas, facilitator time sheets, contract with University				
Funding Sources: Grant - Homeless - \$8987.00							
4) Provide monthly McKinney-Vento rosters and At-Risk of Non-Promotion Letters every 6 weeks to campus administrators and counselors. Meet with students at-risk of failing one or more core courses.	1	Student Services Specialist/Homeless Liaison	Rosters, copies of letters, Grades, Attendance				
5) Participate in District Attendance Team meetings to target truancy and academic progress of homeless students to reduce dropout potential.		Student Services Specialist/Homeless Liaison	TEAMS Attendance reports, Dropout reports				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: STUDENT ACHIEVEMENT: Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to help ensure student success in college and/or careers.

Performance Objective 18: INSTRUCTIONAL TECHNOLOGY: Increase student access to digital tools, and resources through the placement of new technologies on campuses and in classrooms.

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

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Provide up-to-date technology at each campus		Assistant Superintendent of Technology and Curriculum Support	Inventory, classroom visits				
	Funding Sources: 649 Technology Bond - \$2500000.00						
2) Provide professional development for all teachers through 6 hours of required Tech Comp training.		Assistant Superintendent of Technology and Curriculum Support, Director of Digital Learning	Course Agendas, Sign in Sheets, Attendance				
	Funding Sources: 199-General Fund - \$10000.00						
3) Maintain and support the use of classroom technologies for staff and students.		Campus administrator, Assistant Superintendent of Technology and Curriculum Support, Director of Digital Learning	Student projects, Review of teacher walk throughs and evaluations, PD sessions				
	Funding Sources: 199-General Fund - \$50000.00						

4) Provide training for campus technology teachers to support the implementation of Tech Apps TEKS for K-8 students	Campus Technology Teachers; Assistant Superintendent of Technology and Curriculum Support; Campus principals	Scope and Sequence, Lesson Plans				
	Funding Sources: 199-General Fund - \$2000.00					
5) Maintain and support campus library media center technologies, classrooms technologies, mobile carts and instructional labs for grades PK-12.	Campus Technology Teachers; Assistant Superintendent of Technology and Curriculum Support; Campus principals	Equipment is maintained and operational				
	Funding Sources: 199-General Fund - \$50000.00					
6) Conduct an annual Technology Fair to highlight technology initiatives throughout the district for parents and community members.	Director of Digital Learning	Program for event				
	Funding Sources: 199-General Fund - \$5000.00					
7) Maintain and support library cataloging and circulation, online databases, digital books, Accelerated Reader, and technology resources that ensure libraries have technology and resources for student research and curriculum support.	Assistant Superintendent of Technology and Curriculum Support, Director of digital Learning	Catalog, database subscriptions, usage reports				
	Funding Sources: 199-General Fund - \$50000.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: STUDENT ACHIEVEMENT: Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to help ensure student success in college and/or careers.

Performance Objective 19: PK/HEADSTART: PK/HEADSTART: The District will enroll 100% of all PK-4 eligible residents through a comprehensive Pre-kindergarten 4 year old program, including: Head Start, State Funded, and Locally Funded

Summative Evaluation: PEIMS Enrollment Data

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Advertise Pre-K Program including Head Start to community members to ensure the majority of eligible students are aware of the services provided for children.</p>	10	Director of Elementary Education Principal of Ball ECC	During registration an informal questionnaire will be given to inform how the parent heard about the services.				
<p>2) Investigate and collaborate with BCFS to be deemed a Texas Kindergarten Ready campus.</p>		Director of Elementary Education Principal of Ball ECC	Meeting Agendas that specifically support the creation of a plan for Texas Kindergarten Ready certification.				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Support the implementation and training of Phonological Awareness in instructional settings to support early literacy.</p>	3	Principal of Ball ECC	Professional Development with a monitoring system that includes a written synopsis of evidence that the instructional practices are being delivered to all students.				
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 1: STUDENT ACHIEVEMENT: Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to help ensure student success in college and/or careers.

Performance Objective 20: ATTENDANCE: Implement a district wide system for monitoring student attendance. Increase the attendance rate from 94.5% to 98%.

Summative Evaluation: TEAMS Attendance reports

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

Goal 1: STUDENT ACHIEVEMENT: Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to help ensure student success in college and/or careers.

Performance Objective 21: DATA MANAGEMENT: Provide data systems and reporting process for ongoing evaluation of student performance and increase teacher capacity for data-based instruction.

Summative Evaluation: Eduphoria AWARE usage reports, teacher reflection documents, Comprehensive Needs Assessment data reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>State System Safeguard Strategies</p> <p>1) Provide Professional Development for all teachers, instructional coaches, and campus administrators in the use of specific reports in Eduphoria Aware for data analysis purposes.</p>		Directors of Elementary and Secondary Curriculum & Instruction	Teacher-produced reports, data squares and reflections, differentiated lesson plans, targeted intervention strategies, and Unit Assessments				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Teachers disaggregate common assessment data with Instructional Coaches to determine areas of highest need and plan for intervention.</p>		Campus Principals, Instructional Coaches	K-12 Seguin ISD Teacher Reflection for District Unit Assessments				
<p>Critical Success Factors CSF 2</p> <p>3) Continue to provide a data management coordinator to assist with providing and analyzing formative and summative assessment data to guide instruction.</p>		Director of Federal/State Accountability	Unit assessment results, Eduphoria Aware reports, File Maker Pro reports				
Funding Sources: 211 Title I A, 199 PIC 24 SCE							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: STUDENT ACHIEVEMENT: Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to help ensure student success in college and/or careers.

Performance Objective 22: ASSESSMENT AND ACCOUNTABILITY: Implement a district-wide valid and reliable assessment program to measure student learning and provide feedback on instruction, and accountability performance indicators

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

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Develop local student information portal.		Deputy Superintendent; Assistant Superintendent of Technology	Development of modules; verified accuracy of data;				
	Funding Sources: 199-General Fund - \$49000.00						
2) Design and implement performance management systems, tools and practices for decision-making		Deputy Superintendent					
3) Implement district-wide benchmark and unit assessments with follow-up data analysis through the use of Seguin ISD teacher reflections.		Elementary Curriculum Director, Secondary Curriculum Director, District Instructional Coordinators, Campus Principals, Instructional Coaches	Benchmark and unit assessment data				
	Funding Sources: 211 Title I A, 199 PIC 24 SCE						
4) Continue to provide secretary to Accountability and Data Management to assist with providing and analyzing formative and summative assessment data to guide instruction.		Director of Federal/State Accountability	District Testing Calendar, Unit assessment results, Eduphoria Aware reports,				
	Funding Sources: 211 Title I A, 199 PIC 24 SCE						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: STUDENT ACHIEVEMENT: Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to help ensure student success in college and/or careers.

Performance Objective 23: PROFESSIONAL DEVELOPMENT: Build instructional capacity and effectiveness for all instructional staff through targeted training (Minimum 36 Continuing Professional Development hours per year).

Summative Evaluation: Participation: Eduphoria! Workshop professional development reports, Performance: Teacher Evaluation Documents, Student Success Rates.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p align="center">Critical Success Factors CSF 7</p> <p>1) Monitor and Maintain all staff professional development through an online PD management system, Eduphoria! Workshop</p>	4	Assistant Superintendent C&I, Directors, Principals	PD Sign in Sheets, Participant Portfolios				
<p align="center">State System Safeguard Strategies Critical Success Factors CSF 1</p> <p>2) Utilize Seguin ISD Backwards-design Planning Protocol Process during daily common planning time led by Instructional Coaches/Lead Teachers.</p>		Elementary Curriculum Director, Secondary Curriculum Director, District Instructional Coordinators, Campus Principals, Instructional Coaches					
<p align="center">State System Safeguard Strategies Critical Success Factors CSF 1</p> <p>3) Implement a district-wide Common Instructional Framework (CIF) that provides best-practice strategies for all PK-12 Seguin ISD teachers.</p>		Directors of Elementary and Secondary, District Instructional Coordinators, Campus Principals, Instructional Coaches					






<p align="center">Critical Success Factors CSF 1</p> <p>4) Continue to utilize Seguin ISD 5E Model Lesson Plan and align it to the Common Instructional Framework to provide a consistent instructional plan for all teachers.</p>		Directors of Elementary and Secondary, District Instructional Coordinators, Campus Principals, Instructional Coaches					
<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>5) Utilize instructional coaches and district instructional coordinators to provide instructional support and job-embedded professional development to teachers and support for student groups.</p>	1	Directors of Elementary and Secondary Education	Campus support plans developed and implemented Support monitored through campus logs and Eduphoria				
Funding Sources: 211 Title I A, 255 Title II							
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>6) Develop a professional development plan for all administrative and instructional staff addressing training for new staff and training to be completed within the first year and beyond.</p>	1, 3	Directors of Elementary and Secondary Education	Plan developed and implemented				
Funding Sources: 199 PIC 11							
<p align="center"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 1: STUDENT ACHIEVEMENT: Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates 21st century technology to help ensure student success in college and/or careers.

Performance Objective 24: LEADERSHIP: Establish a program for training aspiring leaders and implement effective instructional leadership models for site-based decision making practices at the district level and all campuses.

Summative Evaluation: District Educational Improvement Committee and Campus Performance Objective Committee (SBDM), schedules (minimum 4 meetings), agendas and minutes. Leadership team meeting agendas and sign in sheets.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Through and application process a selection of staff will be recommended to participate in Aspiring Administrator's Academy that focuses on effective leadership qualities and practices in direct correlation to Seguin ISD.	4	Deputy Superintendent, Assistant Superintendent of C&I	Personnel selected for the Academy would transition into Campus leadership roles.				
2) Book study participation to include but not limited to Directors, Coordinators and Campus Principals on "Pulling Together" by John Murphy, that focuses on high performance teamwork.		Superintendent, Deputy Superintendent, Assistant Superintendent C&I	Reflection activities at monthly meetings that will demonstrate an understanding of an effective team.				
3) Create a New Principal's Academy that supports new administration at campuses to ensure but limited to instructional progress, staff support, managing timelines and state/federal requirements.	4	Deputy Superintendent Assistant Superintendent	Evaluation of success by requesting principal's to reflect on practices and benefit in direct correlation with New Principal's Academy and campus leadership.				
4) Create and conduct a New Principal's Academy that supports new administration at campuses to ensure but limited to instructional progress, staff support, managing timelines and state/federal requirements.	4	Deputy Superintendent, Assistant Superintendent C&I	Evaluation of success by requesting principal's to reflect on practices and benefit in direct correlation with New Principal's Academy and campus leadership.				
5) Create and conduct a New Assistant Principals' Academy that supports leadership and responsibilities in correlation to campus administration.	4	Deputy Superintendent, Assistant Superintendent C&I	Evaluation of success by requesting members to reflect on practices and benefit in direct correlation with Academy and campus leadership.				
6) Opportunity for Campus Instructional Coaches to attend leadership support meetings that focus on implementation of effective staff development and instructional strategies for staff.	4	Director of Elementary Curriculum	Evaluation of success by requesting members to reflect on practices and benefit in direct correlation to leadership support meetings.				
7) In collaboration with Education Service Center Region 13 new principals are registered to attend New Principals' Academy.	4	Deputy Superintendent, Assistant Superintendent of C&I	Evaluation of success by requesting principal's to reflect on practices and benefit in direct correlation to attending the ESC 13 session.				




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

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

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

Summative Evaluation: Raptor Report, Safety Reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Continue to utilize and upgrade security lighting.		Director of Maintenance; Exec. Director of Student Support	Audit of all school parking lot lighting and timing of on/off.				
Funding Sources: 199-General Fund							
2) Continue to utilize and upgrade security cameras district-wide.		Assistant Superintendent of Technology And Curriculum Support, Exec. Director of Student Support, Campus Administrators	Security Camera location and use review				
Funding Sources: 199-General Fund							
3) Continue to utilize the Raptor identification system on all campuses.		Assistant Superintendent of Technology and Curriculum Support, Executive Director of Student Support, Campus Administrators	Raptor locations; Raptor Reports, Incident locations at all campuses.				
Funding Sources: 199-General Fund - \$7500.00							
4) Continue to hire security officers for secondary campuses		Executive Director of Student Services, Secondary Principals	Campus Security calendars				
5) Continue to conduct safety inspection of all campus playgrounds and the equipment prior to the start of each school year and at the beginning of the second semester.		Director of Maintenance; PE/Outdoor Coordinator	Playground survey report				
Funding Sources: 199-General Fund							

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

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

Performance Objective 2: DRUG FREE SCHOOLS: The district will decrease the incidents of student discipline regarding drug, alcohol, and tobacco by 10% for the 2014-15 school year from the the previous school year.

Summative Evaluation: Public Education Information Discipline reports

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

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

Performance Objective 3: POSITIVE BEHAVIOR INTERVENTION SUPPORT: The district will continue to implement a system of Positive Behavior Intervention and Support at all campuses in order to promote character education, foster respect, and develop appropriate decision-making for all students. Decrease in-school suspensions by 10% from 2585 to less than 2326. Decrease the number of out of school suspensions by 10% from 677 to less than 609. Decrease the number of Discipline Alternative Education Placements by 10% from 262 to less than 236.

Summative Evaluation: PEIMS Discipline Reports, PBMAS report

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6 CSF 7</p> <p>1) Develop and implement Tier 1 Behavior Systems High-Yield Behavioral Strategies Model. (TIP)</p>		Executive Director of Student Services, Secondary Coordinator	Tier 1 Behavior Systems High-Yield Behavioral Strategies Model, STOIC Checklist				
<p>Critical Success Factors CSF 6</p> <p>2) Continue to implement Positive Behavior Intervention and Supports (PBIS) on all campuses including the review of discipline data.(TIP)</p>		Executive Director of Student Services, Campus Principals	PBIS SET results, PBIS team meeting agendas and sign in sheets, PEIMS Discipline reports				
<p>Critical Success Factors CSF 6 CSF 7</p> <p>3) Provide CHAMPS training to all new teachers. (TIP)</p>	4	Executive Director of Student Services, Behavioral Specialists	Training agenda and sign in				
<p>Critical Success Factors CSF 6 CSF 7</p> <p>4) Provide professional development and support to campus staff on Tier 1 PBIS behavior strategies. (TIP)</p>	4	Executive Director of Student Services, Assistant Superintendent of Curriculum and Instruction	Training agendas and sign in sheets				
Funding Sources: 199-General Fund							
5) Develop and implement a PK-12 guidance and counseling curriculum program		Executive Director of Student Services, Campus Counselors	Guidance Resources, Counselor Meeting Agendas				
6) Provide a professional library of resources for Counselors to utilize for parent workshops and campus staff development		Executive Director of Student Services	Resource list				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

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

Summative Evaluation: PEIMS student discipline and attendance reports, staff attendance reports, staff, parent, and student surveys, and Campus Performance Review and Support observation reports of campus climate components.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Continue to implement the Matador Challenge character education program district-wide		Executive Director of Student Services, Campus Principals	Matador Challenge Club sign ins				
Funding Sources: 199-General Fund - \$2000.00							
Critical Success Factors CSF 6 2) Develop and implement campus climate surveys for teachers, parents and students to complete		Executive Director of Student Services, Assistant Superintendent of Technology, Campus Principals	Survey results				
Critical Success Factors CSF 6 3) Implement social skills curriculum in grades K-5.		Executive Director of Student Services, Campus Principals	Social Skills curriculum, Campus plan for implementation				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 5: BULLY PREVENTION: In order to create a climate where students feel safe and secure from harassment and intimidation, the district will implement at all campuses a Bully Prevention program and system for reporting. Decrease the incidents of bullying by 10% from 29 to 26.

Summative Evaluation: Bully Report, PEIMS Discipline report

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

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










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

Summative Evaluation: Campus EOP Committee meeting schedule, agendas and minutes, EOP readiness drills report

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) District will provide all employees training on Safety and Security to include components of the EOP.		Executive Director of Student Services, Department Heads, and Campus Principals.	Training Sign-in Sheets, Principal and Department Heads Verification Signature				
2) Conduct annual campus safety audits		Executive Director of Student Services	Safety Audit Results				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 1: PARENT CENTER: The district will develop a center where parents feel comfortable coming to learn new parenting skills, and how to provide academic support and post-graduate opportunities for their children.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Offer District workshops, courses, and/or seminars (ie TEAM Luncheons) for parents to learn parenting skills and strategies.</p>	6	Executive Director of Student Services, Student Services Coordinator	Agendas and sign ins				
Funding Sources: 199-General Fund - \$3000.00							
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 2: PARENT INVOLVEMENT: Parent Liaisons will be utilized at all K-8 campuses to increase the percentage of parents represented at district and campus activities by 20%.

Summative Evaluation: Parent Volunteer Records, parent activities sign-in sheets.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Create and maintain parent centers at each K-8 campus.		Executive Director of Student Services, Campus Principals	Parent centers				
Funding Sources: 199-General Fund - \$2500.00							
2) Offer workshops, courses, seminars and opportunities for parents and students to further enhance overall success.		Executive Director of Student Services, Campus Principals	Agendas and sign ins				
3) Meet the needs of a diverse population by providing signage and other information in both English and Spanish.		Campus Principal	Signage				
4) District Parent Liaisons, parents and administrators will attend the annual statewide Parent Involvement Conference		Executive Director of Student Services, Student Services Coordinator	Conference registration				
Funding Sources: 211 Title I A - \$3000.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 3: PUBLIC RELATIONS: Promote Seguin ISD while embracing diversity and celebrating successes of students, staff and District through distribution of newsworthy items and delivery of key messages.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Campus recognition during Regular School Board Meetings		Public Information Officer	Recognition at meetings				
2) Organize annual Teacher of the Year recognition process and banquet		Public Information Officer	Teachers of the Year identified				
Funding Sources: 199-General Fund - \$2000.00							
3) Oversee annual holiday card project		Public Information Officer	Cards distributed to employees before holiday break.				
Funding Sources: 199-General Fund - \$630.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 4: COMMUNICATION: Communicate District information to the community through consistent and timely messages to include SISD website, social media, printed materials, media releases, and meetings with editors/reporters, and stakeholders.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) District will publish Matador Pride Community Newsletter eight times during school year that highlights student and staff achievements.		Public Information Officer	Distribution of newsletter				
Funding Sources: 199-General Fund - \$2400.00							
2) Post informational news items and positive student/staff accomplishments and photographs on the District web site.		Public Information Officer/Webmaster	The web site receives updates weekly (at minimum)				
3) Utilize free social media outlets to promote positive and general news to the community.		Public Information Officer/Marketing Support	Social media sites are updated several several times weekly.				
4) Maintain two-way communication with editors and reporters at local media outlets to promote story ideas and provide updates to key district and campus initiatives through a variety of means including news releases.		Public Information Officer	Lines of communication between media and Public Information Office continually improve.				
5) Photograph campus and district events to share with media outlets, post on the district website and include in social media posts.		Public Information Officer/Marketing Support/Campuses	Photos are routinely posted in the newspapers and online.				
6) Update and print annual Seguin High School Course Catalog		Public Information Officer/C&I Department	2,000 catalogs are printed prior to established deadline				
Funding Sources: 199-General Fund - \$4700.00							
7) Create and print annual instructional calendar with school supply list		Public Information Officer	Calendar is distributed to students and staff prior to May 15				
Funding Sources: 199-General Fund - \$313.00							
8) Update and print annual athletic handbook		Public Information Officer	Handbook is distributed to appropriate students and staff prior to deadline				
Funding Sources: 199-General Fund - \$1771.60							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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


Performance Objective 5: PARTNERSHIPS: Foster business and community partnerships through active participation in community-based opportunities and events.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Attend Educate Seguin meetings		Public Information Officer	Attendance				
2) Serve as a member of the Chamber's Education Committee		Public Information Officer	Attendance				
3) Serve as a member of the Chamber's Marketing Committee		Public Information Officer/Marketing Support	Attendance				
4) Represent the district at various community functions		Public Information Officer/Marketing Support	Attendance				
5) Serves as liaison for City Parent Teacher Council (PTC)		Public Information Officer	Establish communication between City PTC, campus PTC and principals				
6) Serve as secretary to the Teacher Communication Council		Public Information Officer	Attendance				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

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

Summative Evaluation: Annual Audit Report, Monthly Financial Reports, Budget Amendments

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Prepare General Fund Budget that maintains projected fund balance of three months of operating expense for the General Fund.		CFO, Budget Coordinator	Annual Audit, Monthly Financial Reports, Budget Amendments	✓			
	Funding Sources: 199-General Fund						
2) Prepare General Fund Budget that maintains projected fund balance of three months of operating expense for the debt service fund balance equal to 25% of annual debt service requirement.		CFO, Budget Coordinator	Annual Audit, Monthly Financial Reports, Budget Amendments	✓			
	Funding Sources: 199-General Fund						
3) Prepare Truth in Taxation calculations, advertise proposed budget and tax rate and hold public regarding same as required by law.		CFO	Public Hearing Notice, Budget and Tax Rate Hearing,	✓			
	Funding Sources: 199-General Fund - \$500.00						
4) Prepare Board resolution to adopt annual tax rate.		CFO	Adoption of Tax Rate - Board Action	✓			
	Funding Sources: 199-General Fund						
5) Prepare annual financial statements for audit by independent auditor.		CFO, Comptroller	Annual Audit	✓			
	Funding Sources: 199-General Fund						
6) Report financial position to the Board of Trustees monthly.		CFO, Budget Coordinator	Monthly Financial Statements	✓			
	Funding Sources: 199-General Fund						
							

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










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

Summative Evaluation: TEA Annual FIRST Report

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Integrate financial system controls and monitoring to assure District meets required rating of 64-70 points on indicators set by TEA (currently 20). (Appendix B-10)		CFO, Comptroller, Asst Supt for HR	TEA FIRST Rating Results				
	Funding Sources: 199-General Fund						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 3: STEWARDSHIP: Exhibit responsible stewardship of District funds by using innovative ways to meet the current and emerging needs of all students to include: Pursuing alternative funding sources such as competitive grants, efficient use of available resources, exploring cooperative opportunities, and providing optimal staffing, facilities, and technology to meet the needs of all students.

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

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


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

Summative Evaluation: Bond ratings issued prior to sale of bonds that maintain underlying credit rating of Aa3 from Moody’s Investor Services and AA- from Standard and Poor’s or comparable rating from any other rating agency.

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

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






Summative Evaluation: Annual receipt of clean audit opinion with no weaknesses noted regarding internal controls and annual investment report that shows no loss of principal on investment of bond proceeds.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Obtain proper authorization of disbursement of bond proceeds		Construction Manager, CFO, Superintendent, Accounts Payable Clerk	Authorizing Signatures	✓	✓	✓	✓
	Funding Sources: 199-General Fund						
2) Quarterly and Annual Public Funds Investment Act Reports		CFO, Comptroller	Reports to the Board, Board Resolution of Approval	✓	✓	✓	✓
	Funding Sources: 199-General Fund						
							

Goal 5: HUMAN RESOURCES: Build a highly effective workforce through strategic recruitment, professional development, mentoring, and organizational support.

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

Summative Evaluation: Annual Highly Qualified Report

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 7</p> <p>1) Screen all Applicants for Highly Qualified credentials before recommending employment to the superintendent of schools and board of trustees</p>	3	Assistant Superintendent of Administrative Services, Principals	Highly Qualified Report	✓			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 5: HUMAN RESOURCES: Build a highly effective workforce through strategic recruitment, professional development, mentoring, and organizational support.

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













Summative Evaluation: District Professional Development Plan Report, including: Workshop, ESC13, and professional conferences

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Upon hire & throughout the year, provide staff development to specific grade level and content area teachers to target areas of improvement that have been identified through our state assessment and bench mark testing results.	4	Assistant Supt of Administrative Services Assistant Supt - C&I	Unit assessments PDAS evaluations student performance measures				
2) Upon hire, identify a teacher/administrator mentor for all new teachers/administrators with two or less years of experience	4, 5	Assistant Superintendent of Administrative Services	Campus mentor list Mentor stipend list				
Funding Sources: 199-General Fund - \$6000.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 5: HUMAN RESOURCES: Build a highly effective workforce through strategic recruitment, professional development, mentoring, and organizational support.

Performance Objective 3: APPRAISAL: Evaluate teacher effectiveness in the classroom utilizing formative and summative data, including but not limited to, PDAS/ATR, evaluations, walk-through information, student feedback, and value-added data. Staff development and intervention plans will be developed based on teacher performance as needed. Campus principals will conduct a minimum of 10 documented walk-throughs per week.

Summative Evaluation: Evaluations, Walk-through reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) 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.	3, 5	Campus Principals C&I academic support staff Assistant Superintendent of Administrative Services	PDAS evaluations Walk-through data Teacher intervention plans				
2) Campus administrators will conduct a minimum of 10 documented walk-throughs per week	3	Campus administrators	PDAS evaluations Walk-through data Teacher intervention plans				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: HUMAN RESOURCES: Build a highly effective workforce through strategic recruitment, professional development, mentoring, and organizational support.














Performance Objective 4: RECRUITMENT AND RETENTION: With the use of the annual job fair data, the District will, recruit and retain, a diverse population of highly qualified teachers, administrators, and support staff. The district will decrease the teacher turnover from 20.5% to less than 15% and decrease principal turnover from 64% to less than 10%. (TIP) 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.

Summative Evaluation: District and Campus Teacher Retention reports.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Target recruitment efforts as identified by the job fair data and continue to promote the hiring of diverse candidates ensuring the selection of the most highly qualified applicants.	3, 5	Assistant Superintendent - Administrative Services Campus administrators	Job fair data Annual staffing review SBEC certifications				
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> 2) In effort to decrease teacher and administrator turnover, increase support for teachers and administrators (TIP)		Assistant Superintendent of Administrative Services; Assistant Superintendent of Curriculum and Instruction	Climate survey data; Retention data, Proposal for stipend increase in high need areas; Proposal for retention stipends; Proposal for a structured teacher mentoring program; Proposal for a framework of professional development; Creation of a new principal and assistant principal academy; Proposal for a Master Teacher Program				
Funding Sources: 199-General Fund, 199-General Fund - \$58000.00, 199-General Fund - \$126000.00, 199-General Fund							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 5: HUMAN RESOURCES: Build a highly effective workforce through strategic recruitment, professional development, mentoring, and organizational support.

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

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Continue to assess the current capacity of teachers who qualify to be an adjunct professor for the Seguin Early College High School through campus surveys and explore incentives for individuals who pursue higher education in core content areas and other various electives.	5	Assistant Superintendent - Administrative Services	Survey results Implementation of 50% reimbursement of Master's Degree tuition for ECHS				
	Funding Sources: 199-General Fund - \$6000.00						
2) Target recruitment efforts in the hiring of candidates who hold master's degrees in content areas offered for dual credit with the Seguin Early College High School.	5	Assistant Superintendent - Administrative Services	Job Fair Data, Annual Staffing report, New hire report				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	3	1	Provide on-going professional development in the area of balanced literacy for district PreK-6th grade teachers.
1	3	2	Disaggregate district data to include but not limited to universal screener, unit assessments and state assessments where applicable that will steer effective instructional practices to support deficits across sub populations.
1	3	3	District will create a data room that supports identifying curriculum gaps and devise a district plan that targets the common threads throughout the area of deficiency thus increasing the sub and general populations.
1	3	4	Analyze progress monitoring of student improvement utilizing Read 180 or System 44 and adjust support services when applicable.
1	3	5	Implement differentiated instruction in reading by integrating guiding reading and the 5 components of reading development into instruction.
1	3	9	Continue to employ 3.5 FTE interventionists who provide reading interventions to elementary campuses.
1	4	1	Professional Development will be provided for 4th and 7th grade writing teachers in the areas of narrative and expository writing
1	4	2	To review the scores of ELL and SPED at the campus and district levels at the end of each quarter and adjust instruction and intervention as needed to help students meet writing expectations
1	4	4	Explore a pre-kindergarten - 12 th grade writing framework to support aligned development in writing instruction.
1	5	1	Utilize TEKS Resource System documents (YAG, IFD, TVD, VAD,EMTD and Unit Assessments) to provide standards-based instruction in all K-12 Math classrooms.
1	5	2	Utilize Seguin ISD Backwards-design Planning Protocol Process during daily common planning time led by Instructional Coaches/Lead Teachers.
1	5	3	Teachers disaggregate common assessment data with Instructional Coaches to determine areas of highest need and plan for intervention.
1	5	4	Implement district-wide benchmark and unit assessments with follow-up data analysis through the use of Seguin ISD teacher reflections.
1	5	5	Continue to utilize Seguin ISD 5E Model Lesson Plan and align it to the Common Instructional Framework to provide a consistent instructional plan for all teachers.
1	5	6	Develop and monitor implementation of Tier 1 High-Yield Instructional Strategies Model to provide consistent rigorous, high-quality instruction.

Goal	Objective	Strategy	Description
1	5	7	Instructional Coaches will provide job-embedded professional development for K-12 teachers through common planning, co-teaching, and model lessons.
1	5	8	Implement a Math curriculum writing project for grades 2-8 to make adjustments to YAGs/develop pacing calendars and problem-solving recording sheets.
1	5	9	Provide on-going professional development to K-8 Math teachers on New Mathematics TEKS, new instructional materials, and problem-solving strategies.
1	5	10	Implement Math Universal screeners for K-8 (ESTAR/MSTAR, TEMI).
1	5	11	Development of Seguin ISD Intervention Resource Guide.
1	5	13	Math Coordinator will attend professional development and meetings at Region XIII and TASM for math updates.
1	6	1	1) Utilize TEKS Resource System documents (YAG, IFD, TVD, VAD, Unit Assessments) to provide standards-based instruction in all K-12 Science classrooms.
1	6	2	Utilize Seguin ISD Backwards-design Planning Protocol Process during daily common planning time led by Instructional Coaches/Lead Teachers.
1	6	3	Teachers disaggregate common assessment data with Instructional Coaches to determine areas of highest need and plan for intervention.
1	6	4	Implement district-wide benchmark and unit assessments with follow-up data analysis through the use of Seguin ISD teacher reflections.
1	6	5	Continue to utilize Seguin ISD 5E Model Lesson Plan and align it to the Common Instructional Framework to provide a consistent instructional plan for all teachers.
1	6	6	Develop and monitor the implementation of Tier 1 Science High-Yield Instructional Strategies Model, to provide consistent, rigorous, high-quality instruction.
1	6	7	Instructional Coaches will provide job-embedded professional development for 6-12 teachers through common planning, co-teaching, and model lessons.
1	6	8	Reviewed and edited the YAGs and develop pacing calendars with Middle and High School Science Instructional coaches during the summer.
1	6	9	Provide professional development to K-12 Science teachers on STEMscopes (science instructional materials) and ongoing training and support as needed per campus.
1	6	10	Provide quarterly planning to 5th grade Science teachers to ensure consistency of instructional practices.
1	6	12	District Science Coordinator attends Leadership Network meetings at Region XIII to gain information of science updates and professional development.

Goal	Objective	Strategy	Description
1	7	4	Provide quarterly professional development to 6-8 Social Studies teachers on integration of reading and writing strategies.
1	12	1	Provide sheltered instruction training to secondary core teachers who service ELL students (TIP)
1	12	2	Provide three day Fall ESL Academy to secondary core teachers to increase certified personnel who serve ELL students (TIP)
1	12	4	Implement the ELL Plan for Success to monitor academic progress of ELLs (TIP)
1	12	6	Use Title III Funds to purchase and provide parent resources to be distributed during the Bilingual/ESL Parent Orientation meetings.
1	12	10	Utilize Title III funds to purchase supplemental instructional materials to increase language proficiency and academic performance of ELLs (TIP)
1	12	11	Continue to provide ELPS professional development for teachers, instructional support staff and campus administrators (TIP)
1	12	12	Utilize Title I funds to provide an additional Bilingual Instructional Coach to serve ELLs at 2 of the 4 bilingual quadrants (K-5) (TIP)
1	12	14	Utilize local funds to provide 3 ESL support aides at the secondary level to include two at AJB and one at SHS. (TIP)
1	13	1	Provide professional development for all Inclusion Special Education teachers in Co-Teach/Inclusion Model. (TIP)
1	13	5	Provide Master Schedule training to district and campus administrative teams in order to facilitate appropriate placements in the least restrictive environment for students with disabilities. (TIP)
1	13	6	Hand schedule special education students with campus counselors, special education teachers/department chairs to ensure appropriate services and placement in accordance with ARD Committee recommendations.
1	13	7	Continue to create, implement, and monitor an Intensive Plan of Instruction (IPI) for each special education student.
1	13	8	Provide district-wide professional development for the STAAR Accommodated assessment to include: principals, assistant principals, instructional coaches, general and special education teachers, counselors, and special education appraisal staff.
1	13	13	Develop a clear district procedure for the inclusion of students with significant disabilities in the general education classroom. (TIP)
1	13	14	Implement and monitor a common weekly planning and collaboration procedure between general education and special education teachers. (TIP)
1	13	15	Evaluate the current staffing patterns for campuses with special programs and determine if there is adequate coverage to meet the needs of students with significant disabilities.
1	13	16	Conduct an internal program review of the inclusion/co-teach model by Jan. 15.
1	14	1	Utilize SHARS funds to provide accelerated instruction for At-Risk students at the campus level.

Goal	Objective	Strategy	Description
1	14	4	Provide targeted interventions for students in grades 5 and 8 who scored below the Phase-in Level II passing standard on the 2014 Math and/or Reading test.
1	16	1	Provide monthly PFS student rosters for counselors to verify grades, student attendance, and academic tutorials
1	21	1	Provide Professional Development for all teachers, instructional coaches, and campus administrators in the use of specific reports in Eduphoria Aware for data analysis purposes.
1	23	2	Utilize Seguin ISD Backwards-design Planning Protocol Process during daily common planning time led by Instructional Coaches/Lead Teachers.
1	23	3	Implement a district-wide Common Instructional Framework (CIF) that provides best-practice strategies for all PK-12 Seguin ISD teachers.