Seguin Independent School District

District Improvement Plan

2019-2020

Accountability Rating: C

Mission Statement

To cultivate, inspire and empower students to grow and learn.

Vision

Exceptional students to exceptional citizens

Core Beliefs

Students grow academically, emotionally and socially when creative and imaginative educators ignite their passions.

The learning experience should be engaging, relevant and collaborative to meet the needs of all.

Parent, community and industry partners are essential for student success

Teachers foster student curiosity and initiative through meaningful and relevant learning experiences.

Relationships that nurture student growth and development are key to success.

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: August 13, 2019

Demographics

Demographics Summary

Seguin ISD, located in the heart of Guadalupe County, is a 5A district with approximately 7366 students. The district has one PreK campus, 7 elementary schools (grades K-5), 2 middle schools (grades 6-8), 1 comprehensive high school and 1 Alternative Education Accountability campus. Seguin High School offers Early College High School; in June 2018 31 students graduated from Seguin High School with an associate's degree. The ethnic breakdown has remained steady for the past three years at approximately 5% African American, 70% Hispanic, 24% White, and 1% Two or More Races.

The district has approximately 71% economically disadvantaged students, 12% English Language Learners, 52% at risk, 11% Special Ed, 0.3% Migrant, .8% Homeless, 50% Title I, and 7% 504. Dropout rates are below 1%, and 4 year graduation rate decreased from 95.5% in 2017 to 92.1% in 2018.

The teacher demographics are 4% African American, 27% Hispanic, and 67% White. 25% are male, 75% are female. 5% of the teachers are in their first year, 37% have between 1-5 years experience, 21% have between 6-10 years experience, 23% have between 11-20 years experience, and 15% have over 20 years experience. The average years of experience is 9.7 Teacher turnover rate has decreased from 22.5 in 2016-18 to 17.2% in 2017-18.

Demographics Strengths

The demographics of Seguin ISD have remained relatively consistent.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Although the turnover rate for teachers has dropped from 22.5 to 17.2, it continues to be higher than the teacher turnover rate for the state (16.6).
Root Cause: We compete with multiple surrounding districts.

Problem Statement 2 (Prioritized): Discipline data shows an increase in the use of exclusionary discipline for the All Student group and the Special Ed group.
Root Cause: Discipline practices do not address the root cause of the student behavior.

Problem Statement 3 (Prioritized): Student attendance continues to be below the state average.
Root Cause: Attendance is not always a priority.

Student Academic Achievement

Student Academic Achievement Summary

In 2018 the state accountability system moved to a system that evaluates performance according to three domains:

- **Student Achievement** evaluates performance across all subjects for all students, on state assessments, College, Career, and Military Readiness (CCMR) indicators, and graduation rates.
- **School Progress** measures district and campus outcomes in two areas: the number of students that grew at least one year academically as measured by STAAR results and the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.
- **Closing the Gaps** uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds and other factors. The indicators in this domain align the state accountability with the Every Student Succeeds Act (ESSA).

Labels of *A, B, C,* or *D* will be assigned for overall performance and for performance in each domain to districts and campuses that meet the performance target for the letter grade. A label of *F* will be assigned for overall performance and for performance in each domain to districts that do not meet the performance target to earn at least a *D*.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1 (Prioritized): Seguin ISD 2019 Writing scores were below state averages in all tested writing grades. 4th - 8 pts below; 7th - 13 points below, E1 - 14 points below; E2 - 15 points below.
Root Cause: There was no K-12 district writing plan to achieve high expectations in Writing.

Problem Statement 2 (Prioritized): Seguin ISD Special Education and EL students are not meeting CCMR critieria.
Root Cause: Lack of access to instructional preparation.

Problem Statement 3 (Prioritized): There were minimal to negative gains in approaches/meets/masters in all subjects and grade levels in the 2019 STAAR.
Root Cause: There is a lack of well defined instructional model, design and activities.

District Processes & Programs

District Processes & Programs Summary

Summary:

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a lack of standardized processes to access, understand, and implement support for specialized learners.
Root Cause: Limited staff to share varied information and balance multiple roles and responsibilities.

Problem Statement 2 (Prioritized): There are multiple new initiatives in the District Strategic Plan that require onboarding for new staff and ongoing professional learning opportunities for returning staff.
Root Cause: Teacher and admin turnover continues to be high.

Problem Statement 3 (Prioritized): Students in special programs tend to have lower achievement results than the all student population.
Root Cause: Students have not been provided access and supports to on grade level instruction.

Problem Statement 4 (Prioritized): The RtI system is not implemented to fidelity.
Root Cause: District staff has been re-writing the RtI Guidelines.

Perceptions

Perceptions Summary

Student engagement has been a district focus throughout the 2018-19 school year. This engagement push has manifested itself in the form of improved student attendance efforts. At the elementary level, schools such as Ball Pre-K and Patlan Elementary made significant gains in yearly ADA while AJ Briesemeister Middle School also achieved gains in yearly attendance rates. Seguin High School experienced an attendance gain of over 1 percentage point and Seguin ISD increased in overall attendance by .94 percent. Across the district, the following incentives were used at various campuses to bring about positive gains in attendance:

1. Faculty buy-in and meeting students in a positive, enthusiastic manner during morning drop-off.

2. Increased parental contacts and increased attendance warning notice distribution across grade levels through utilization of the RaaWee system.

3. Increased campus administrator and central office support across the district.

4. Various campus incentives for good attendance such as drawings, parties, and semester exam exemptions.

Discipline remained a serious concern (especially at the secondary level) as many teachers reported that they had safety concerns at their campuses. Survey results noted that students were frequently disruptive, used profanity, were tardy, and spent time in hallways. Survey information also noted that administrative support was inconsistent across campuses.

According to the 2018-19 K-12 Insight Survey:

Survey Item	Percentage Strongly Disagree or Disagree (%)	School Climate Dimension
Discipline is enforced fairly.	45%	Safety and Behavior
Staff members and students treat each other with respect.	36%	Safety and Behavior
This school is safe.	23%	Safety and Behavior
School-based administrators (principals and assistant principals) are available when I have a concern.	21%	School Leadership
School-based administrators (principals and assistant principals) are responsive when I have a concern.	21%	School Leadership

The following items of note were also prevalent in the most recent climate survey:

Dimension	2017	2018	2019
Academic Support	87%	85%	84%
Student Support	91%	91%	90%
School Leadership	86%	84%	81%
Family Engagement	84%	80%	80%
Safety and Behavior	83%	79%	77%

Perceptions Strengths

According to the k-12 Insight survey that was given in the Spring of 2019,

Survey Item	Percentage Strongly Agree or Agree (%)	School Climate Dimension
There is a teacher, counselor, or other staff member to whom a student can go for help with a school problem.	97%	Student Support
There is a teacher, counselor, or other staff member to whom a student can go for help with a personal problem.	96%	Student Support
Families are encouraged to attend school-sponsored activities, such as back-to-school night.	92%	Family Engagement
All school staff members are aware of the safety and security procedures.	92%	Safety and Behavior
Students at this school are treated fairly regardless of their race, culture, religion, sexual orientation, gender, or disabilities.	88%	Student Support

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The current district discipline practices have not effectively addressed student discipline issues.
Root Cause: The Seguin ISD does not have a discipline system that is clearly defined to allow for consistent application.

Problem Statement 2 (Prioritized): Not enough students have opportunities to engage in after school clubs, programs, and organizations of their interest.
Root Cause: Seguin ISD has not provided sufficient resources to encourage extra curricular activities that meet student interest.

Problem Statement 3 (Prioritized): Parent and Family Engagement activities are poorly attended.
Root Cause: Parent surveys indicated lack of awareness of activities, childcare, relevance, and translation services as reasons not to attend.

Problem Statement 4 (Prioritized): Not all students are fully engaged in school activities.
Root Cause: The Whole Child is not being fully addressed for all students.

Priority Problem Statements

Problem Statement 1: Although the turnover rate for teachers has dropped from 22.5 to 17.2, it continues to be higher than the teacher turnover rate for the state (16.6).

Root Cause 1: We compete with multiple surrounding districts.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Discipline data shows an increase in the use of exclusionary discipline for the All Student group and the Special Ed group.

Root Cause 2: Discipline practices do not address the root cause of the student behavior.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Student attendance continues to be below the state average.

Root Cause 3: Attendance is not always a priority.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Seguin ISD 2019 Writing scores were below state averages in all tested writing grades. 4th - 8 pts below; 7th - 13 points below, E1 - 14 points below; E2 - 15 points below.

Root Cause 4: There was no K-12 district writing plan to achieve high expectations in Writing.

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: Seguin ISD Special Education and EL students are not meeting CCMR critieria.

Root Cause 5: Lack of access to instructional preparation.

Problem Statement 5 Areas: Student Academic Achievement

Problem Statement 6: There were minimal to negative gains in approaches/meets/masters in all subjects and grade levels in the 2019 STAAR.

Root Cause 6: There is a lack of well defined instructional model, design and activities.

Problem Statement 6 Areas: Student Academic Achievement

Problem Statement 7: There is a lack of standardized processes to access, understand, and implement support for specialized learners.

Root Cause 7: Limited staff to share varied information and balance multiple roles and responsibilities.

Problem Statement 7 Areas: District Processes & Programs

Problem Statement 8: There are multiple new initiatives in the District Strategic Plan that require onboarding for new staff and ongoing professional learning opportunities for returning staff.

Root Cause 8: Teacher and admin turnover continues to be high.

Problem Statement 8 Areas: District Processes & Programs

Problem Statement 9: Students in special programs tend to have lower achievement results than the all student population.

Root Cause 9: Students have not been provided access and supports to on grade level instruction.

Problem Statement 9 Areas: District Processes & Programs

Problem Statement 10: The RtI system is not implemented to fidelity.

Root Cause 10: District staff has been re-writing the RtI Guidelines.

Problem Statement 10 Areas: District Processes & Programs

Problem Statement 11: The current district discipline practices have not effectively addressed student discipline issues.

Root Cause 11: The Seguin ISD does not have a discipline system that is clearly defined to allow for consistent application.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: Not enough students have opportunities to engage in after school clubs, programs, and organizations of their interest.

Root Cause 12: Seguin ISD has not provided sufficient resources to encourage extra curricular activities that meet student interest.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: Parent and Family Engagement activities are poorly attended.

Root Cause 13: Parent surveys indicated lack of awareness of activities, childcare, relevance, and translation services as reasons not to attend.

Problem Statement 13 Areas: Perceptions

Problem Statement 14: Not all students are fully engaged in school activities.

Root Cause 14: The Whole Child is not being fully addressed for all students.

Problem Statement 14 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Homeless data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Teacher/Student Ratio
- Equity data

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: October 28, 2015

Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

Performance Objective 1: TEACHING AND LEARNING: By focusing on curriculum alignment, instructional practices, and support for special programs and sub-populations, Seguin ISD will become a B-rated district.

Evaluation Data Sources: STAAR assessments, benchmarks

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Unable to properly measure goal due to COVID shut down. Goal should be continued for the 20-21 school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Create professional learning experiences that will yield innovative and engaging classroom experiences by implementing Professional Learning Communities at all campuses (1.1.1) through the use of a district handbook and district guided job-embedded professional development. **Strategy's Expected Result/Impact:** Increase overall student performance on STAAR assessments by 10%. **Monitor:** Assistant Superintendent of Learning and Leadership Services, Director of Professional Learning, and Principals. **Schoolwide and Targeted Assistance Title I Elements:** 2.5	Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Build an aligned, viable curriculum that will yield innovative and engaging classroom experiences by creating a district curriculum management plan to outline district expectations for developing curriculum (1.2.1) **Strategy's Expected Result/Impact:** 100% of district and campus leadership teams will utilize the District Curriculum Management Plan to guide curricular decision-making and implementation. **Monitor:** Assistant Superintendent of Learning and Leadership Services, Director of Elementary and Secondary Education **Schoolwide and Targeted Assistance Title I Elements:** 2.5	Some Progress	Some Progress		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Create Interim Assessments for all STAAR subjects and grade levels (1.2.1, 1.2.6). **Strategy's Expected Result/Impact:** 100% of STAAR tested courses will have six week interim assessments available for campus implementation of data-driven instruction practices. **Monitor:** Director of Elementary and Secondary Education	Moderate Progress	Moderate Progress	Considerable	Continue/ Modify

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Build an aligned, viable curriculum that will yield innovative and engaging classroom experiences by developing curriculum documents and unit planning guides for ELAR/SLAR K-8 and provide on-going professional development (1.2.2, 1.2.3, 1.2.4, 1.2.5). **Strategy's Expected Result/Impact:** 100% of ELAR/SLAR K-8 unit planning documents will be completed by May 2020. **Monitor:** Assistant Superintendent of Learning and Leadership Services, Director of Elementary and Secondary Education, Assistant Director of Elementary and Multilingual, Assistant Director of Secondary, Director of Professional Learning **Schoolwide and Targeted Assistance Title I Elements:** 2.5	Considerable	Some Progress	Accomplished	Accomplished

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide instruction that is engaging, relevant, and collaborative to meet the needs of all by developing district expectations for providing feedback to teachers that focuses on teacher growth and development (1.3.2). **Strategy's Expected Result/Impact:** 100% of campuses will attend the district Observation and Feedback training and will implement practices at their respective schools. **Monitor:** Assistant Superintendent of Learning and Leadership Services, Director of Elementary and Secondary Education, campus Instructional Leadership Team members	Moderate Progress	Moderate Progress	Considerable	

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Provide instruction that is engaging, relevant, and collaborative to meet the needs of all by engaging in the Collaborative Instructional Review (CIR) process and using the Rigor/Relevance Framework to support rigor, relevance, and learning engagement (1.3.6) **Strategy's Expected Result/Impact:** 100% of campuses will develop and implement a plan for utilizing the CIR process on their respective campuses. By November, every campus leadership team member must have conducted at least one CIR . By January, all secondary campus must have conducted at least one CIR with all STAAR tested area teachers. Every elementary campus should introduced both the Rigor and Relevance framework through the CIR process. By March 31st, all secondary campus must have conducted at least two CIR with all STAAR tested area teachers. Every elementary campus should introduced all three frameworks through the CIR process. **Monitor:** Assistant Superintendent of Learning and Leadership Services, Director of Elementary and Secondary Education, Director or Professional Learning, Principals **Schoolwide and Targeted Assistance Title I Elements:** 2.5	Moderate Progress	Moderate Progress	No Progress	Continue/ Modify

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Utilize elementary Campus Instructional Specialists, Academic Deans, Trailblazers, and grade level/department leads to provide instructional support and deliver job-embedded professional development to support district initiatives. **Strategy's Expected Result/Impact:** Increase overall student performance as measured by state and local assessments. **Monitor:** Director and Assistant Directors of Elementary and Secondary Education **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **Problem Statements:** Student Academic Achievement 3 - District Processes & Programs 1 **Funding Sources:** 6 FTEs - 255 Title II - $128,000, Trailblazer/IC stipends - 255 Title II - $12,000	Some Progress	Moderate Progress	Considerable	Continue/ Modify

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Provide professional development, workshop, and conference opportunities to teachers, Instructional Specialists, Directors, and/or Coordinators. **Strategy's Expected Result/Impact:** 100% of campuses will have personnel trained in PLCs and Rigor/Relevance. **Monitor:** Federal Programs Director, Director of Professional Learning **Equity Plan** **Problem Statements:** District Processes & Programs 2, 4 **Funding Sources:** Conference Registration and Travel Expenses - 211 Title I A - $35,000, s3strategies contracted services for middle school - 255 Title II - $14,000, s3strategies contracted services for Building Vocabulary - May 28 - 255 Title II - 255.13.00.0.881.0.24.000.6299 - $10,500	Moderate Progress	Moderate Progress	Considerable	Continue/Modify

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Develop and implement district wide models for the provision of special education services outlining teacher roles, responsibilities and duties and ensuring a full continuum of services is available. **Strategy's Expected Result/Impact:** Programs in place will meet the needs of all students. By November, consult with ESC - 20 to review program guidelines. By January, a clear outline of program expectations will created. By March, the department will formalize the program guidelines. **Monitor:** Director of Special Education, Special Education Coordinators and District ARD Facilitators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability** **Funding Sources:** Level of Support Model, Case Manager Notebook, ESC 13 support - 224 Federal SpEd	Some Progress	Some Progress	Some Progress	Continue/Modify

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Build capacity with instructional leaders to monitor and oversee the provision of special education services and develop plans for self-monitoring campus programs. **Strategy's Expected Result/Impact:** Campus leaders will be able to identify program needs and methods of monitoring at each campus. By November, MDR training will be shared with all campus leadership teams. IPI attestation forms will be provided. By January, the department will conduct program reviews with campus leadership teams. By March, all campus administrators will be able to lead the annual ARD process to design programs that meet student needs. **Monitor:** Director of Special Education, Asst Superintendent for Learning and Leadership Services, **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	Some Progress	Moderate Progress	Moderate Progress	Continue/ Modify

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Implement a district model for serving gifted and talented students, based on the Texas State Plan for the Education of Gifted/Talented Students. **Strategy's Expected Result/Impact:** A G/T Scope and Sequence along with a Service Delivery Model will be developed by May 2020. **Monitor:** Director of Elementary and Secondary Education **Schoolwide and Targeted Assistance Title I Elements:** 2.5	Some Progress	Some Progress	Some Progress	Continue/ Modify

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12: Provide support for the administration of the Every Student Succeeds Act (ESSA) grant, through a Director of Federal Programs and secretary, including the application, budgets, compliance, and training as necessary. **Strategy's Expected Result/Impact:** The district and all campuses will be fully compliant with all Title programs. By November, the district and all campuses will have approved CIPs and budgets in place. By January, the FPD will meet with all Title I principals to review their budgets and CIPs to ensure program compliance and effectiveness. **Monitor:** Director of Federal Programs **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 3.1 **Funding Sources:** 2 partial FTEs and administrative services - 211 Title I A - $71,000	Moderate Progress	Moderate Progress	Considerable	Continue/ Modify

Strategy 13 Details	Reviews			
Strategy 13: Provide campus-level support for English Learners in the delivery of rigorous and relevant instruction and the implementation of school improvement activities through the use of paraprofessionals in the classroom. **Strategy's Expected Result/Impact:** Increase the performance of English Learners by 10% as measured by STAAR. **Monitor:** Director of Multi-Lingual Education **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **Results Driven Accountability** **Funding Sources:** 8 FTEs - Bilingual aides - 211 Title I A - $183,000, 9 FTEs - BE aides, 1 ESL aide - 263 Title III A - $56,000	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	Moderate Progress	Moderate Progress	Considerable	Continue/ Modify

Strategy 14 Details	Reviews			
Strategy 14: Increase the pool of certified ESL teachers by providing training and ESL certification test reimbursement for teachers who do not currently serve ESL students in their classroom. **Strategy's Expected Result/Impact:** Increase the number of ESL certified teachers in Seguin ISD. **Monitor:** Assistant Director of Elementary and Multilingual Education. **Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **Results Driven Accountability - Equity Plan** **Problem Statements:** Student Academic Achievement 2 **Funding Sources:** Certification test Reimbursement - 263 Title III A - $3,500	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
			No Progress	Continue/ Modify

Strategy 15 Details	Reviews			
Strategy 15: Implement, monitor, and evaluate professional learning to CTE teachers to address and support the academic needs of all students, particularly for special populations. **Strategy's Expected Result/Impact:** Fall: CTE teachers received training before the start of the 2019-2020 school district. **Monitor:** CTE Director **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability** **Funding Sources:** - 244 CTE Perkins	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	Some Progress	Some Progress	Moderate Progress	Continue/ Modify

Strategy 16 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 16: Provide training to parents of English Learners to support their students at home. **Monitor:** Assistant Director of Elementary and Multilingual Education **Schoolwide and Targeted Assistance Title I Elements:** 3.1 **- Results Driven Accountability** **Problem Statements:** Perceptions 3 **Funding Sources:** Registration and transportation to IDRA conference in April 2019 - 263 Title III A - $500		Moderate Progress	Considerable	Continue/ Modify

Strategy 17 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 17: The district will provide academic enrichment opportunities in the summer for students who have not met the passing standard in 5th or 8th reading and math STAAR. **Strategy's Expected Result/Impact:** 30% of students who participate in the summer enrichment opportunities will pass the third administration of STAAR. By January 31st, the LLS department will begin planning sessions to be offered over the summer. By March 31st a schedule will be produced and staffing will begin. **Monitor:** Assistant Superintendent for Learning & Leadership Services **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Student Academic Achievement 3 **Funding Sources:** Summer School FTE - 211 Title I A - $40,000	Some Progress	Some Progress	Some Progress	Continue/ Modify

Strategy 18 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 18: Provide support to participating private non-profit campuses through professional learning opportunities and tutoring to students. **Strategy's Expected Result/Impact:** There will be an increase in academic achievement for students who attend PNPs. By November 31st, all participating PNPs will have submitted their plans to SISD. By January 31st, SISD will monitor the PNP budget and adjust as needed. By March 31st, SISD will have begun consultation for the 2020 - 2021 school year. **Monitor:** Federal Programs Director **Funding Sources:** Tutors - 211 Title I A - $6,500, Professional Development - 255 Title II - $10,000, Student Support and Academic Enrichment - PNP Schools - 289 Title IV - 289.XX.00.33X.0.24.000.XXXX - $4,800	Moderate Progress	Considerable	Considerable	Continue/ Modify

Strategy 19 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 19: Continue to improve and grow the Matador Innovative Teaching Academy. **Monitor:** Associate Superintendent of Technology Director of Digital Learning **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Student Academic Achievement 3	Moderate Progress	Some Progress	Moderate Progress	Continue/ Modify

Strategy 20 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 20: Provide opportunities for middle school students advance in computer science through the EasyCode Foundations curriculum; explore creation of hybrid, year-long robotics and coding course. **Strategy's Expected Result/Impact:** Students will develop increased competency in computational thinking skills, including: decomposition, pattern recognition, abstraction, and algorithm design. Students will increase creativity and problem-solving skills. More students will display interest in continuing study of computer science topics at the high school level. **Monitor:** Director of Digital Learning **Schoolwide and Targeted Assistance Title I Elements:** 2.5	Moderate Progress	Accomplished	Accomplished	Continue/ Modify

Strategy 21 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 21: Identify and implement improvements to district STEAM Fair, including any needed updates to the robotics competitions; implement strategies to promote greater secondary participation. **Monitor:** Director of Digital Learning; Science Coordinator **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	Some Progress	Some Progress	Moderate Progress	Continue/ Modify

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 2: Seguin ISD Special Education and EL students are not meeting CCMR critieria. **Root Cause**: Lack of access to instructional preparation.
Problem Statement 3: There were minimal to negative gains in approaches/meets/masters in all subjects and grade levels in the 2019 STAAR. **Root Cause**: There is a lack of well defined instructional model, design and activities.
District Processes & Programs
Problem Statement 1: There is a lack of standardized processes to access, understand, and implement support for specialized learners. **Root Cause**: Limited staff to share varied information and balance multiple roles and responsibilities.
Problem Statement 2: There are multiple new initiatives in the District Strategic Plan that require onboarding for new staff and ongoing professional learning opportunities for returning staff. **Root Cause**: Teacher and admin turnover continues to be high.
Problem Statement 4: The RtI system is not implemented to fidelity. **Root Cause**: District staff has been re-writing the RtI Guidelines.
Perceptions
Problem Statement 3: Parent and Family Engagement activities are poorly attended. **Root Cause**: Parent surveys indicated lack of awareness of activities, childcare, relevance, and translation services as reasons not to attend.

Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

Performance Objective 2: POST-SECONDARY READINESS: At the high school level, Seguin ISD will increase the targets met from 57% to 71% (5/7 components) in the School Quality Status (CCMR) component of Closing the Gap domain. At the middle and elementary schools, Seguin ISD will increase the targets met from 0% to 32% in the Academic Achievement component of the Closing the Gap domain.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Unable to properly measure goal due to COVID shut down. Goal should be continued for the 20-21 school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase course offerings and associated licensure programs in the Career & Technology Education Programs **Strategy's Expected Result/Impact:** Master Schedule. Number of students obtaining industry-based certifications **Monitor:** Campus Administrators CTE Director **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - 244 CTE Perkins	Some Progress	Some Progress	Moderate Progress	Accomplished

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Use Perkins funds to provide students with financial hardships equal opportunity to obtain licensure through certification testing. **Strategy's Expected Result/Impact:** Increase number of industry-based certifications. **Monitor:** CTE Director **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6 **Funding Sources:** - 244 CTE Perkins		Some Progress	Some Progress	Continue/Modify

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Expand Seguin Works 18 Plus Transition program to offer transition assistance and training to students with disabilities. **Strategy's Expected Result/Impact:** Improve transition outcomes for students with disabilities **Monitor:** Director of Special Education	Nov	Jan	Mar	June
	Considerable	Considerable	Considerable	Accomplished

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Increase student participation in AVID, and Dual Credit through guidance programs, coordination of services, and professional development. **Strategy's Expected Result/Impact:** Establish District AVID site team for the 20 19 - 2020 school year by January 2020 and outline the goals from 2020 - 2021 school year by March 2020. Align recruitment and enrollment timeline to match Alamo College by January 2020 **Monitor:** Early College High School Director **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5	Nov	Jan	Mar	June
	Some Progress			

Strategy 5 Details	Reviews			
	Formative			Summative
Strategy 5: Refine College and Career Readiness course at 8th grade. **Strategy's Expected Result/Impact:** Provide opportunity for districtwide planning by November 2020. **Monitor:** Assistant Superintendent for Learning and Leadership Services, Director of Elementary and Secondary Education, Director of Early College High School, Principals	Nov	Jan	Mar	June
	Considerable			

Strategy 6 Details	Reviews			
	Formative			Summative
Strategy 6: Increase student participation in Advance Placement (AP) and Honors Programs through guidance programs, coordination of services, and professional development. **Strategy's Expected Result/Impact:** Increase AP participation rates about 15% by the end of the 2020 school year. **Monitor:** Director of Elementary and Secondary Education	Nov	Jan	Mar	June
	Some Progress			

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

Performance Objective 3: WHOLE CHILD SOCIAL EMOTIONAL LEARNING: Seguin ISD will increase learning opportunities that support and reinforce the health and well-being of all students by addressing safety, lifetime fitness, school attendance, extra-curricular activities and the emotional support of all student populations. Seguin ISD will increase attendance from 93.83% to 94.5%, and decrease out of school suspensions by 10% from 715 to 643.

Evaluation Data Sources: Student attendance, discipline referrals, climate surveys, employee attendance, drop-out data, homeless, migrant, participation in extra-curricular activities

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Unable to properly measure goal due to COVID shut down. Goal should be continued for the 20-21 school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide support to homeless students attending Title I and non-Title I campuses through the efforts of a Homeless coordinator. **Strategy's Expected Result/Impact:** Homeless students will be appropriately identified and receive appropriate support services upon enrollment and as conditions change throughout the school year. **Monitor:** Executive Director of Student Services **Results Driven Accountability** **Problem Statements:** District Processes & Programs 1 **Funding Sources:** FTE - 211 Title I A - $42,000	Moderate Progress	Considerable	Considerable	Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide transportation to campuses for Foster students. **Strategy's Expected Result/Impact:** Foster students in need will have transportation to their originating school. **Monitor:** Executive Director of Student Services **Funding Sources:** transportation - 211 Title I A - $1,000	Some Progress	Considerable	Considerable	Continue/ Modify

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide resources to identified homeless students including school supplies, emergency clothing, hygiene products, government assistance program referrals, and free school meals. **Strategy's Expected Result/Impact:** Homeless students will receive the needed supplies so they can attend school. **Monitor:** Student Support Specialist **Funding Sources:** clothing, hygiene, supplies - 206 - TEHCY (Homeless)	Moderate Progress	Considerable	Considerable	Continue/ Modify

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide monthly McKinney-Vento rosters and meet with students failing one or more core courses. **Strategy's Expected Result/Impact:** Improved grades for homeless students. By November, students who have failed the first grading period will be placed in tutoring. By January, students who have failed the first semester will be placed in tutoring. By March, students who have failed the 3rd grading period will be placed in tutoring. **Monitor:** Executive Director of Student Services	Some Progress	Considerable	Considerable	Continue/ Modify

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Participate in District Attendance Team meetings to target truancy and academic progress of homeless students to reduce dropout potential. **Strategy's Expected Result/Impact:** Improved attendance for homeless students. By November, students with poor attendance will be identified and interventions will be implemented. By January, the attendance will be reviewed and list of students updated. By March the attendance will be reviewed and list of students updated. **Monitor:** Executive Director of Student Services	Some Progress	Considerable	Considerable	Continue/ Modify

Strategy 6 Details	Reviews			
	Formative			Summative
Strategy 6: Provide Achievers Session (4 1/2 day) for 6th through 8th grade students experiencing homelessness. Program includes student transportation, facilitator and meals/snacks for participants. **Strategy's Expected Result/Impact:** Build leadership and communication skills and college/career awareness By November, planning will begin. By January, the first session will occur. By March the second session will occur. **Monitor:** Executive Director of Student Services **Funding Sources:** Grant-Homeless - 206 - TEHCY (Homeless)	Nov	Jan	Mar	June
	Some Progress	Moderate Progress	Considerable	Continue/ Modify

Strategy 7 Details	Reviews			
	Formative			Summative
Strategy 7: Utilize Title 1-C funds to continue to recruit, monitor, provide services, and attend training to serve Migrant students. **Strategy's Expected Result/Impact:** Migrant students will be appropriately identified and provided support services as appropriate to keep students in school and be successful. This is ongoing throughout the year. **Monitor:** Executive Director of Student Services **Funding Sources:** partial FTE - 212 Title I C - $30,000	Nov	Jan	Mar	June
	Some Progress	Moderate Progress	Considerable	Continue/ Modify

Strategy 8 Details	Reviews			
	Formative			Summative
Strategy 8: Provide Migrant Achievers Club for students in grades 6th through 8th to promote student achievement, college awareness leadership and team building skills. **Strategy's Expected Result/Impact:** Build leadership and communication skills and college/career awareness By November, planning will begin. **Monitor:** Executive Director of Student Services **Funding Sources:** - 212 Title I C	Nov	Jan	Mar	June
	Some Progress	Moderate Progress	Considerable	Continue/ Modify

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Provide Matador LEADERS club sessions for active 9th to 12th grade migrant students . Including St. Edwards College Assistance to Migrants Program Preview Day, Young Leaders Conference-St. Phillips College, Project Pathway - ESC 13, Close-Up Foundation-Washington D.C. **Strategy's Expected Result/Impact:** Improved student achievement, increased self-esteem and leadership skills, and increase college and career readiness. **Monitor:** Executive Director of Student Services **Results Driven Accountability** **Problem Statements:** District Processes & Programs 3 **Funding Sources:** Student travel - 212 Title I C - $5,000	Some Progress	Moderate Progress	Moderate Progress	Continue/ Modify

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Collaborate with McKinney-Vento program to provide LEADERS Summer Program for Migrant 9th to 11th graders (if slots are available). Purpose of the summit is to build leadership, communication skills, promote college and career readiness. Provide instructional materials and supplies for migrant students participating in the program. **Strategy's Expected Result/Impact:** Improved student achievement, increased self-esteem and leadership skills, and increase college and career readiness. **Monitor:** Executive Director of Student Services **Results Driven Accountability** **Problem Statements:** District Processes & Programs 3 **Funding Sources:** - 212 Title I C	Some Progress	Moderate Progress	Moderate Progress	Continue/ Modify

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Continue to provide Migrant Tutor services to PFS students, as needed, in 3rd through 12th grades to support academic achievement, mentoring and leadership development during tutoring, leadership sessions and summer leadership summit. Continue to attend training to support PFS student. **Monitor:** Executive Director of Student Services **Funding Sources:** Tutors - 212 Title I C	Some Progress	Some Progress	Moderate Progress	Continue/ Modify

Strategy 12 Details	Reviews			
Strategy 12: Collaborate with McKinney-Vento program to provide Achievers half-day workshops for 6th to 8th grade students (when slots available) to provide information on available academic support services, study skills, leadership opportunities, STEM activities, and career awareness. **Monitor:** Executive Director of Student Services **Funding Sources:** - 206 - TEHCY (Homeless)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	Discontinue	Discontinue	Discontinue	Discontinue

Strategy 13 Details	Reviews			
Strategy 13: Provide school clothing/school supplies for Migrant students in need. **Strategy's Expected Result/Impact:** Improved attendance and academic achievement. **Monitor:** Executive Director of Student Services **Results Driven Accountability** **Problem Statements:** Demographics 3 **Funding Sources:** Clothing, School Supplies - 212 Title I C - $5,000	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	Moderate Progress	Considerable	Considerable	Continue/Modify

Strategy 14 Details	Reviews			
Strategy 14: Utilize the Truancy and Dropout Prevention software program to actively monitor campus and district level truancy and attendance interventions. **Monitor:** Executive Director of Student Services	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	Some Progress	Moderate Progress	Considerable	Continue/Modify

Strategy 15 Details	Reviews			
Strategy 15: Continue the Missing Matadors Matter initiative to educate and engage parents and the community in student attendance. **Monitor:** Executive Director of Student Services	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	Moderate Progress	Moderate Progress	Considerable	Continue/Modify

Strategy 16 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 16: Provide mental health services to students through Communities in Schools Site Coordinators at the high school, middle schools and prioritized elementary campuses **Strategy's Expected Result/Impact:** Improved mental health services provided to students. **Monitor:** Executive Director of Student Services **Problem Statements:** Perceptions 1 **Funding Sources:** contracted services with Communities in Schools - 289 Title IV - 289.31.00.937.0.24.000.6299 - $25,000	Moderate Progress	Moderate Progress	Considerable	Continue/ Modify

Strategy 17 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 17: Continue No Place For Hate initiative as a component of the Matador Challenge district-wide to encourage anti-bias, bully prevention, conflict resolution, suicide prevention and violence prevention. **Strategy's Expected Result/Impact:** Reduced bullying, improved student culture **Monitor:** Executive Director of Student Services	Moderate Progress	Moderate Progress	Considerable	Continue/ Modify

Strategy 18 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 18: Implement Common Sense Education digital citizenship curriculum in grades k-8, including parent education events. **Monitor:** Director of Digital Learning; campus technology teachers/computer lab managers **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6, 3.2		No Progress	Some Progress	Continue/ Modify

Strategy 19 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 19: Implement after-school music clubs, visual arts clubs to foster whole child social emotional learning. Funds to be used for transportation of students home following after school extra curricular activity and stipends for the sponsors to work outside of contract hours. **Strategy's Expected Result/Impact:** Increased participation in extra-curricular opportunities by removing barriers. **Monitor:** Director of Fine Arts **Problem Statements:** Perceptions 2 **Funding Sources:** after school transportation - 289 Title IV - 289.11.00.XXX.9.24.000.6494 - $10,000, Sponsor Stipends - 289 Title IV - 289.13.00.xxx.9.24.000.6118 - $3,500	Some Progress	Moderate Progress	Considerable	Continue/ Modify

Strategy 20 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 20: Provide support to secondary campuses to facilitate attendance interventions with Truancy Case Managers. **Monitor:** Executive Director of Student Services **Funding Sources:** - Truancy Grant	Moderate Progress	Moderate Progress	Considerable	Continue/ Modify

Strategy 21 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 21: Expand the LiiNK Project to include 2 additional elementary campuses. **Strategy's Expected Result/Impact:** Increased student engagement **Monitor:** Director of Whole Child Initiatives	Moderate Progress		Considerable	Continue/ Modify

Strategy 22 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 22: Promote school safety by updating the Emergency Operations Plan, coordinating with local agencies, host Safe & Civil Schools meetings regularly, and implementing a SISD Safety Summit. **Monitor:** Executive Director of Student Services	Moderate Progress	Moderate Progress	Considerable	Continue/ Modify

Strategy 23 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 23: Provide annual staff training on dating violence, child abuse, ALICE active shooter protocols, Standard Response Protocols, Stop the Bleed and district-wide student training on ALICE active shooter protocols in addition to practice drills. **Monitor:** Executive Director of Student Services.	Some Progress	Moderate Progress	Considerable	Continue/ Modify

Strategy 24 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 24: Support transition services and summer enrichment opportunities for at risk youth who are detained at the Juvenile Detention Facility **Strategy's Expected Result/Impact:** Students will gain academic and social emotional skills over the summer. By January 31st, budgetary resources will be explore to fund the program. By March 31st, a plan will be developed and staffing will be established. **Monitor:** Director of Federal Programs **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **Funding Sources:** FTE, stipend, computers, supplies - 288 Title I D - $74,000	Some Progress	Some Progress	Moderate Progress	Continue/ Modify

Strategy 25 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 25: Provide annual staff training to maintain a Seguin ISD Faculty committee of certified ROPES Course Facilitators. **Strategy's Expected Result/Impact:** Build internal capacity to establish a team of facilitators. By November 31st, a team will be registered for the training. **Monitor:** Director of Whole Child Initiatives **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6 **Problem Statements:** Perceptions 4 **Funding Sources:** ROPES Certification Training Course - 289 Title IV - 289.13.00.881.0.24.000.6299 - $7,500, Subs - 289 Title IV - 289.13.000.910.0.24.000.6112 - $5,000	Some Progress	Accomplished	Accomplished	Continue/ Modify

Strategy 26 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 26: Expand the learn-to-ride bicycle safety program to be implemented district wide in physical education classes. Establish staff training, curriculum and supplies to sustain the program. **Monitor:** Director of Whole Child Initiatives **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Bicycles, helmets - 289 Title IV - 289.11.00.910.0.24.000.6399 - $5,000				Accomplished

Strategy 27 Details	Reviews			
	Formative			Summative
Strategy 27: Explore Restorative Practices and implementation strategies. **Monitor:** Executive Director of Student Services	Nov	Jan	Mar	June
	Some Progress	Some Progress	Considerable	Continue/ Modify

Strategy 28 Details	Reviews			
	Formative			Summative
Strategy 28: Provide transition support to 8th graders entering high school. **Strategy's Expected Result/Impact:** Increase in attendance and reduced discipline referrals by improving school culture. By November 31st, the Post Secondary Readiness Taskforce will identify two college and career pathways to participate in the 2019 - 2020 MATS camp. By January 31st, the department will being to plan the program and staff. By March 31st, the department will finalize the program agenda and staffing. **Monitor:** Director of Professional Learning and Director of Whole Child Initiative **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **Problem Statements:** Demographics 3 - Perceptions 1 **Funding Sources:** MATS Retreat expenses - 289 Title IV - $3,000	Nov	Jan	Mar	June
	No Progress			Continue/ Modify

Strategy 29 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 29: Develop inclusive behavior support program (PLUS) for SPED students with significant behavior needs. **Strategy's Expected Result/Impact:** Students will behavioral needs will be included in more in academic settings and will be successful. By November, the PLUS model will be in place and all campuses will receive training. By January, at least 4 visits by ESC - 20 consultant will have been conducted to review program implementation. By March, the department will begin evaluating the effectiveness and determining needs for the 2020 - 2021 school year. **Monitor:** Director of Special Education **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **Results Driven Accountability**	Moderate Progress	Moderate Progress	Moderate Progress	Continue/ Modify

Strategy 30 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 30: Use Title IV funds to bring mobile planetarium and hands-on science activities from Stars & Science Austin to district STEAM Fair **Strategy's Expected Result/Impact:** Students will increase engagement by making connections between science curriculum and actual science in practice. **Monitor:** Director of Digital and Innovative Learning	Some Progress	Some Progress	Some Progress	Continue/ Modify

Strategy 31 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 31: Expand after school club activities that address whole child initiatives. **Strategy's Expected Result/Impact:** Students will become more involved in school activities; increase in attendance; decrease in behavior. **Monitor:** Director of Whole Child Initiatives. **Problem Statements:** Perceptions 2 **Funding Sources:** Stipends - 289 Title IV - 289.11.00.xxx.0.24.000.6118 - $9,000, Supplies & Materials - 289 Title IV - 289.11.00.xxx.0.24.000.6399 - $8,500	No Progress	Moderate Progress	Moderate Progress	Continue/ Modify

Strategy 32 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 32: Continue implementation and expansion of middle school coding curriculum. **Strategy's Expected Result/Impact:** Increase interest and participation in secondary tech apps and computer science programs. **Monitor:** Director of Digital and Innovative Learning **Funding Sources:** Curriculum - 289 Title IV - 289.11.00.937.0.24.000.6399 - $10,000	No Progress	Some Progress	Considerable	Continue/ Modify

Strategy 33 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 33: Implementation of Gaggle **Strategy's Expected Result/Impact:** Student safety **Monitor:** Director of Digital and Innovative Learning **Funding Sources:** Gaggle services - 289 Title IV - 289.52.00.937.0.24.000.6299 - $32,500	No Progress	Some Progress	Accomplished	Continue/ Modify

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: Student attendance continues to be below the state average. **Root Cause**: Attendance is not always a priority.

District Processes & Programs
Problem Statement 1: There is a lack of standardized processes to access, understand, and implement support for specialized learners. **Root Cause**: Limited staff to share varied information and balance multiple roles and responsibilities.
Problem Statement 3: Students in special programs tend to have lower achievement results than the all student population. **Root Cause**: Students have not been provided access and supports to on grade level instruction.

Perceptions
Problem Statement 1: The current district discipline practices have not effectively addressed student discipline issues. **Root Cause**: The Seguin ISD does not have a discipline system that is clearly defined to allow for consistent application.
Problem Statement 2: Not enough students have opportunities to engage in after school clubs, programs, and organizations of their interest. **Root Cause**: Seguin ISD has not provided sufficient resources to encourage extra curricular activities that meet student interest.
Problem Statement 4: Not all students are fully engaged in school activities. **Root Cause**: The Whole Child is not being fully addressed for all students.

Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

Performance Objective 1: PARENTAL AND FAMILY ENGAGEMENT: Increase the number of opportunities for teachers and staff to engage in meaningful dialogue with parents and families by 15%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide district-level coordination for Parent/Family Engagement activities on campuses **Strategy's Expected Result/Impact:** Campuses will have an increased number of coordinated parental engagement activities. **Monitor:** Executive Director of Support Services **Funding Sources:** FTE - 211 Title I A - $6,500	Some Progress	Moderate Progress	Considerable	Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Attend Professional Learning events on meaningful parental engagement activities. **Strategy's Expected Result/Impact:** Each campus will send a minimum of one parent and one staff member the the Parent Engagement Conference. **Monitor:** Director of Federal Programs **Schoolwide and Targeted Assistance Title I Elements:** 3.1, 3.2 **Problem Statements:** Perceptions 3 **Funding Sources:** Professional Development - 211 Title I A - $1,500	Moderate Progress	Considerable	Considerable	Continue/ Modify

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Conduct Parent Advisory Meetings to inform parents of the Migrant services available and corresponding budget. **Strategy's Expected Result/Impact:** Increase in parental involvement as measured by the parent attendance at the PAC meetings. **Monitor:** Executive Director of Student Support **Funding Sources:** Fliers, stamps, light refreshments - 212 Title I C	Some Progress	Some Progress	Moderate Progress	Continue/ Modify

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Review and update the Parent and Family Engagement Policy jointly with parents across the district. **Strategy's Expected Result/Impact:** By November, the DEIC will meet with parents to review and update the PFE policy. By December, the draft PFE policy will be emailed out to participants for approval and adoption. By December, the PFE policy will be translated into Spanish and posted on the district website. **Monitor:** Director of Federal Programs **Schoolwide and Targeted Assistance Title I Elements:** 3.1	Moderate Progress	Considerable	Accomplished	Continue/ Modify

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Host a Community Learning Exchange with all SISD campuses and neighboring districts. **Strategy's Expected Result/Impact:** Increased parental participation; increased cultural awareness between parents and staff members. **Monitor:** Chief of Staff **Problem Statements:** Perceptions 3 **Funding Sources:** Meeting Space for CLE - 211 Title I A - 211.61.00.883.0.24.000.6299 - $250	No Progress	Some Progress	Accomplished	Continue/ Modify

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 3: Parent and Family Engagement activities are poorly attended. **Root Cause**: Parent surveys indicated lack of awareness of activities, childcare, relevance, and translation services as reasons not to attend.

Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

Performance Objective 2: PUBLIC RELATIONS and COMMUNICATIONS: Seguin ISD will increase the number of Facebook followers from 9,263 to 10,000 and the number of Twitter followers from 3,419 to 3,600 by June 2020.

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Utilize BOY and EOY surveys to gauge public perception of the District. **Monitor:** Executive Director of Communications	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Monitor social media outlets and analytics to measure impact of the District's efforts to tell its own story and share information. **Strategy's Expected Result/Impact:** Better informed stakeholders and enhanced public perception of the District's image. **Monitor:** Executive Director of Communications	Nov	Jan	Mar	June

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

Performance Objective 3: PARTNERSHIPS: Seguin ISD will increase the number of business and community partnerships through active participation in community-based opportunities and events by 15%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Conduct the required annual program evaluation of the CTE program and report findings to the board of trustees. **Strategy's Expected Result/Impact:** Fall: Gather data for CTE annual program evaluation. **Monitor:** CTE Director **Schoolwide and Targeted Assistance Title I Elements:** 3.2	Some Progress	Some Progress	Some Progress	Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Collaborate with Seguin Area Chamber of Commerce, Seguin Economic Development Corporation and Central Texas Technology Center to create community partnerships through industry tours, teacher externships, and student internships. **Strategy's Expected Result/Impact:** Fall: Host CTE Showcase Event, lead industry tours, and plan future opportunities for students. **Monitor:** CTE Director **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **Funding Sources:** - 244 CTE Perkins	Moderate Progress	Moderate Progress	Considerable	Continue/ Modify

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Collaborate with community organizations, including Mid Texas Symphony, Teatro de Artes, Texas Lutheran University Fine Arts, the Seguin Art League, and the City of Seguin Main Street program, to increase partnership opportunities. These will include increased visiting artists to classrooms, increased opportunities for students to attend performances, and additional field trips to the Weston Performing Arts Center at TLU. **Monitor:** Fine Arts Director **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6		Some Progress	Moderate Progress	Continue/ Modify

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Identify opportunities for Leadership Staff to participate campus and community based events in and effort to support and engage stakeholders. **Monitor:** Executive Director of Communications	Nov	Jan	Mar	June

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Create the conditions in Seguin ISD to recruit, retain and engage employees (Strategic Priority 3).

Performance Objective 1: RECRUIT, RETAIN, AND ENGAGE EFFECTIVE TEACHERS AND ADMINISTRATORS: Seguin ISD will achieve a teacher turnover rate of less than 15% and an administrator turnover rate of less than 10%

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Participate in continuing leadership development programs to support highly effective campus leaders. **Strategy's Expected Result/Impact:** Increase leadership capacity in assistant principals. Checkpoint: By November 31st, participants will share a reflection of their learning with Director of PL. By January 31st, participants will share 2nd reflection of their learning with Director of PL. By March 31, will share 3rd reflection of their learning with Director of PL. **Monitor:** Director of Professional Learning	Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide district support to mentors and new teachers through full-day district pull-outs in the fall and spring. **Strategy's Expected Result/Impact:** Reduce teacher turnover rate. Build leadership capacity in mentors and professional capacity in new teachers. Checkpoint: Surveys from pull-out days and End-of-Year Survey from mentors and new teachers. **Monitor:** Director of Professional Learning **Equity Plan** **Problem Statements:** Demographics 1 **Funding Sources:** Substitutes - 255 Title II - $25,000	Some Progress	Moderate Progress	No Progress	Continue/ Modify

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide support to new teachers through a 0-2 Year Collaborative that meets throughout the year. **Strategy's Expected Result/Impact:** Reduce teacher turnover rate. Develop social-emotional and instructional capacity in new teachers. Checkpoint: Feedback from first fall meeting. **Monitor:** Director of Professional Learning	Some Progress	Moderate Progress		Continue/ Modify

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide regional, competitive compensation and benefit packages to recruit experienced teachers/ administrators for all campuses and ensure all campuses are staffed with highly, effective teachers in an equitable manner. **Strategy's Expected Result/Impact:** Attract and hire teachers and administrators with experience of two or more years & advanced degrees Staff campuses with a diverse level of skill and experience to support all student needs, specifically ESL and SPED. Checkpoint: Review TEA ESSA - Equity report in by March 31, new hire report - teacher data **Monitor:** Assistant Superintendent of Administrative Services; Director of Human Resources **Equity Plan**	Considerable	Considerable	Considerable	Continue/ Modify

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide targeted content and grade level professional learning & collaboration opportunities for new and returning teachers **Strategy's Expected Result/Impact:** Increase target professional learning for teachers to better support student needs Increase teacher collaboration time for targeted planning and to increase student performance Checkpoint: Feedback on PL opportunities and PLC collaboration time **Monitor:** Assistant Superintendent of Learning and Leadership	Moderate Progress			

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Although the turnover rate for teachers has dropped from 22.5 to 17.2, it continues to be higher than the teacher turnover rate for the state (16.6). **Root Cause**: We compete with multiple surrounding districts.

State Compensatory

Budget for District Improvement Plan

Account Code	Account Title	Budget
6100 Payroll Costs		
199.11.00.699.0.24.242.61xx	6118 Extra Duty Stipend - Locally Defined	$133,098.00
100.xx.00.935.0.24.401.61xx	6119 Salaries or Wages - Teachers and Other Professional Personnel	$212,620.00
199.11.00.112.0.28.245.61xx	6119 Salaries or Wages - Teachers and Other Professional Personnel	$131,671.00
199.13.00.883.0.24.241.61xx	6119 Salaries or Wages - Teachers and Other Professional Personnel	$2,750.00
199.21.00.881.0.24.241.61xx	6119 Salaries or Wages - Teachers and Other Professional Personnel	$93,432.00
199.21.00.887.0.24.524.6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	$70,000.00
199.xx.00.882.0.24.241.61xx	6119 Salaries or Wages - Teachers and Other Professional Personnel	$8,565.00
199.xx.00.885.0.24.241.61xx	6119 Salaries or Wages - Teachers and Other Professional Personnel	$219,880.00
199.xx.00.886.0.24.241.61xx	6119 Salaries or Wages - Teachers and Other Professional Personnel	$88,460.00
	6100 Subtotal:	**$960,476.00**
6200 Professional and Contracted Services		
100.13.00.885.0.24.209.6239	6239 ESC Services	$1,300.00
199.13.00.886.0.24.241.6299	6299 Miscellaneous Contracted Services	$38,275.00
199.61.00.896.0.24.248.6299	6299 Miscellaneous Contracted Services	$45,000.00
	6200 Subtotal:	**$84,575.00**
6300 Supplies and Services		
199.11.00.112.0.28.245.6399	6399 General Supplies	$952.00
199.11.00.699.0.24.242.6399	6399 General Supplies	$10,000.00
199.13.00.886.0.24.241.6399	6399 General Supplies	$8,000.00
	6300 Subtotal:	**$18,952.00**
6400 Other Operating Costs		
199.11.00.699.0.24.242.6494	6494 Reclassified Transportation Expenses	$36,000.00

Account Code	Account Title	Budget
100.13.00.886.0.24.241.6499	6499 Miscellaneous Operating Costs	$12,425.00
	6400 Subtotal:	**$48,425.00**

Personnel for District Improvement Plan

Name	Position	Program	FTE
Borden, Cynthia	Director	SCE - Federal Programs	.6
Cantu, Mark	Chief of Staff	SCE - School Improvement	.6
Conlin, Amelia	Teacher	SCE - JDC	1.0
Ehring, Cynthia	Student Support Officer	SCE - Student Support	.75
Gonzales, Armando	Student Support Officer	SCE - Student Support	.75
Hall, David	Coordinator	SCE - Math	1
Legore, Kristen	Executive Director	SCE - Student Support	.75
Mahaffey, Lesli	Specialist	SCE - Elementary	1.0
Martinez, Sara	Coordinator	SCE - Student Support	.9
Pacheco, Victor	Safety Coordinator	SCE - Student Support	.75
Polanco, Saundra	Secretary	SCE - Federal Programs	.6
Rodriguez, Maria	Specialist	SCE - Elementary/Multilingual	1.0
Schnautz, John	Teacher	SCE - JDC	1.0
Vella, Nilda	Coordinator	SCE - Science	.5

Title I Personnel

Name	Position	Program	FTE
Arredondo, Beatriz	Bilingual Aide	Title I, A/Title III, A	.85/.15
Borden, Cynthia	Federal Programs Director	Title I, A	.4
Cantu, Mark	School Improvement Officer	Title I, A	
Carvajal, Janie	Bilingual Aide	Title I, A/Title III, A	.85/.15
Chavez, Josue	Bilingual Aide	Title I, A/Title III, A	.85/.15
Cherry, Wade	Education Transition Coordinator	Title I, D	1.0
Cuevas, Teresa	School Support Coordinator	Title I, A	.6
Daugherty, Maria	Bilingual Aide	Title I, A/Title III, A	.85/.15
Fiscal, Flora	Bilingual Aide	Title I, A/Title III, A	.85/.15
Gainer, Veronda	ESL Aide	Title III, A	1.0
Garcia, Jeannette	Bilingual Aide	Title I, A/Title III, A	.85/.15
Kortz, Kathy	Secretary to Federal Programs Director	Title I, A	.4
Lerma, Cruz	Bilingual Aide	Title I, A/Title III, A	.85/.15
Martinez, Sara	Parent Liaison Coordinator	Title I, A	.1
Resendez, Maria	Bilingual Aide	Title I, A/Title III, A	.85/.15
Vella, Nilda	Science Coordinator	Title II, A	.5

District Educational Improvement Council

Committee Role	Name	Position
Classroom Teacher	Pearl Villegas	Teacher-Rodriguez
Classroom Teacher	Resa Cunningham	Teacher- Rodriguez
District-level Professional	Pete Silvius	Director of Whole Child Initiatives
Parent	September Redden	Parent- Jefferson
Parent	Joshua Grommon	Parent- Jefferson
Parent	Jennifer Puchot	Parent- SHS
Parent	Katie Beicker	Parent - Barnes Middle School
Classroom Teacher	Matthew Ybarra	Teacher-Barnes
Classroom Teacher	Laura Vrana	Teacher-Jefferson
Classroom Teacher	Jennifer Thompson	Teacher-Ball
Classroom Teacher	Avery Tankersley	Teacher-McQueeney
Classroom Teacher	Mimi Blanco	Teacher-Patlan
Classroom Teacher	Juan Serrano	Teacher-SHS
District-level Professional	Jason Schmidt	Asst. Sup of LLS
Classroom Teacher	Victoria Salazar	Teacher-Vogel
Classroom Teacher	Martha Ragsdale	Teacher-MBLC
Classroom Teacher	Veronica Perez	Teacher-Patlan
Classroom Teacher	Maria Peralez	Teacher-Weinert
Classroom Teacher	Gretchen Pearson	Teacher-SHS
District-level Professional	Danica Murillo	Director or Prof Learning
Classroom Teacher	Vickie Munie	Teacher-SHS
Classroom Teacher	Leonardo Molina	Teacher-AJB
Classroom Teacher	Kim Miller	Teacher-Ball
Classroom Teacher	Maegan Medrano	Teacher-Koennecke
Classroom Teacher	Haley Martinez	Teacher-Vogel
Classroom Teacher	Robert Kibbe	Teacher-AJB
District-level Professional	Andrea Jaramillo	LLS Coordinator

Committee Role	Name	Position
Classroom Teacher	Kassie Hickey	Teacher-McQueeney
Classroom Teacher	Casondra Floyd	Teacher-Barnes
Non-classroom Professional	Trisha Eckols	Campus Inst. Specialist
Classroom Teacher	John Dumboski	Teacher-SHS
Classroom Teacher	Kirsten Deiley	Teacher-Jefferson
District-level Professional	Halcy Dean	Director of Special Ed
Classroom Teacher	Mary Crunk	Teacher-Saegert DAEP
District-level Professional	Laura Cooper	Dir of Elementary and Secondary Programs
Classroom Teacher	Jessica Castro	Teacher-Koennecke
District-level Professional	Mark Cantu	School Improvement Officer
District-level Professional	DeAna Brock	Sped Coordinator
District-level Professional	Cindy Borden	Dir of Accountability

District Funding Summary

211 Title I A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	8	Conference Registration and Travel Expenses		$35,000.00
1	1	12	2 partial FTEs and administrative services		$71,000.00
1	1	13	8 FTEs - Bilingual aides		$183,000.00
1	1	17	Summer School FTE		$40,000.00
1	1	18	Tutors		$6,500.00
1	3	1	FTE		$42,000.00
1	3	2	transportation		$1,000.00
2	1	1	FTE		$6,500.00
2	1	2	Professional Development		$1,500.00
2	1	5	Meeting Space for CLE	211.61.00.883.0.24.000.6299	$250.00
				Sub-Total	$386,750.00
				Budgeted Fund Source Amount	$465,000.00
				+/- Difference	$78,250.00

212 Title I C					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	7	partial FTE		$30,000.00
1	3	8			$0.00
1	3	9	Student travel		$5,000.00
1	3	10			$0.00
1	3	11	Tutors		$0.00
1	3	13	Clothing, School Supplies		$5,000.00
2	1	3	Fliers, stamps, light refreshments		$0.00
				Sub-Total	$40,000.00
				Budgeted Fund Source Amount	$36,007.00
				+/- Difference	-$3,993.00

288 Title I D					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	24	FTE, stipend, computers, supplies		$74,000.00
				Sub-Total	$74,000.00
				Budgeted Fund Source Amount	$74,392.00
				+/- Difference	$392.00

255 Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	6 FTEs		$128,000.00
1	1	7	Trailblazer/IC stipends		$12,000.00
1	1	8	s3strategies contracted services for middle school		$14,000.00
1	1	8	s3strategies contracted services for Building Vocabulary - May 28	255.13.00.0.881.0.24.000.6299	$10,500.00
1	1	18	Professional Development		$10,000.00
3	1	2	Substitutes		$25,000.00
				Sub-Total	$199,500.00
				Budgeted Fund Source Amount	$253,878.00
				+/- Difference	$54,378.00

263 Title III A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	13	9 FTEs - BE aides, 1 ESL aide		$56,000.00
1	1	14	Certification test Reimbursement		$3,500.00
1	1	16	Registration and transportation to IDRA conference in April 2019		$500.00
				Sub-Total	$60,000.00
				Budgeted Fund Source Amount	$67,750.00
				+/- Difference	$7,750.00

289 Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	18	Student Support and Academic Enrichment - PNP Schools	289.XX.00.33X.0.24.000.XXXX	$4,800.00
1	3	16	contracted services with Communities in Schools	289.31.00.937.0.24.000.6299	$25,000.00
1	3	19	after school transportation	289.11.00.XXX.9.24.000.6494	$10,000.00
1	3	19	Sponsor Stipends	289.13.00.xxx.9.24.000.6118	$3,500.00
1	3	25	ROPES Certification Training Course	289.13.00.881.0.24.000.6299	$7,500.00

289 Title IV					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	25	Subs	289.13.000.910.0.24.000.6112	$5,000.00
1	3	26	Bicycles, helmets	289.11.00.910.0.24.000.6399	$5,000.00
1	3	28	MATS Retreat expenses		$3,000.00
1	3	31	Stipends	289.11.00.xxx.0.24.000.6118	$9,000.00
1	3	31	Supplies & Materials	289.11.00.xxx.0.24.000.6399	$8,500.00
1	3	32	Curriculum	289.11.00.937.0.24.000.6399	$10,000.00
1	3	33	Gaggle services	289.52.00.937.0.24.000.6299	$32,500.00
				Sub-Total	$123,800.00
				Budgeted Fund Source Amount	$149,434.00
				+/- Difference	$25,634.00
				Grand Total Budgeted	$1,046,461.00
				Grand Total Spent	$884,050.00
				+/- Difference	$162,411.00

Addendums

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	• Who have made a qualifying move within the previous 1-year period; AND • Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	• Who have made a qualifying move within the previous 1-year period; AND • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; or • For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: *This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.*

School District: Seguin ISD	
Region: 13	

Priority for Service (PFS) Action Plan

Filled Out By: Teresa Cuevas
Date: 08-09-2018 revised

School Year: 2019-2020

Note: *Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section app labeled or identified (e.g., "Migrant PFS Action Pan Section"), rather than integrating the action plan elements with other DIP sections that fo other student population groups (e.g., Bilingual, ESL, economically disadvantage).*

Goal(s):	**Objective(s):**
To access the specific academic needs of Migrant PFS students with targeted instructional and support services.	To monitor academic progress of PFS students and evaluate the effectiveness of the services provided.

Required Strategies **Monitor** the progress of MEP students who are on PFS.	Timeline	Person(s) Responsible	Documentation
▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	Monthly	Migrant Coordinator/ NGS Specialist Campus Counselors Campus Principals Campus Asst. Principals	• PFS Reports and Emails • PFS Reporting Form
▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	June-August	Migrant Coordinator/ NGS Specialist	• PFS Action Plan

Additional Activities			
▪			
Required Strategies	**Timeline**	**Person(s) Responsible**	**Documentation**
Communicate the progress and determine needs of PFS migrant students.			
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	August-June	Migrant Coordinator/ NGS Specialist Campus Principals Campus Asst. Principals	• Federal Programs Presentation • Staff Development Sign In Sheets
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.	August-June	Migrant Coordinator/ NGS Specialist	• PAC Presentation • PAC Sign In Sheet
▪ During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.	August-June	Migrant Coordinator	• PFS Reporting Forms • Report Cards
Additional Activities			
▪			
Provide services to PFS migrant students.			
▪ The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	August-June	Migrant Coordinator Campus Counselors Campus Principals Campus Asst. Principals	• PFS Reporting Forms
▪ The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	August-June	Migrant Coordinator Campus Counselors Campus Principals Campus Asst. Principals	• PFS Reporting Forms • Email Communication • Campus and Home Visits

▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	August-June	Migrant Coordinator/ NGS Specialist	• List of Federal, State, and/or local programs serving PFS students.
Additional Activities			
▪ Provide the Migrant Achievers Club in collaboration with the McKinney-Vento Program for students in 6th to 8th grades to promote student achievement, college awareness, leadership, and team-building skills.	Spring 2020	Migrant Coordinator	• Agenda • Sign In Sheets
▪ Provide Matador LEADERS Club sessions for active 9th to 12th grade migrant students to support student achievement, academic success, build self-esteem, provide leadership and team-building opportunities, and increase college and career readiness. Trips include St. Edwards College Assistance for Migrants Program Preview Day, and Close-Up Foundation-Washington DC Trip.	September-June	Migrant Coordinator	• Agenda • Sign In Sheets • Registration Forms when applicable

Cynthia Border
LEA Signature

9-6-19
Date Completed

ESC Signature

Date Received