

Seguin Independent School District

District Improvement Plan

2020-2021



Board Approval Date: October 27, 2020
Public Presentation Date: October 27, 2020

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	4
Needs Assessment Overview	4
Demographics	5
Student Learning	7
District Processes & Programs	8
Perceptions	9
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	13
Goals	15
Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).	15
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).	33
Goal 3: Create the conditions in Seguin ISD to recruit, retain and engage employees (Strategic Priority 3).	39
State Compensatory	42
Budget for District Improvement Plan	42
Personnel for District Improvement Plan	43
Title I Personnel	44
District Educational Improvement Council	45
District Funding Summary	47
Addendums	48

Comprehensive Needs Assessment

Revised/Approved: June 1, 2020

Needs Assessment Overview

Needs Assessment Overview Summary

The District Educational Improvement Counsel (DEIC) conducts the Comprehensive Needs Assessment (CNA) annually for Seguin ISD. Due to COVID-19, the CNA was conducted virtually through online Google Meetings. On May 11, the DEIC began the CNA process. Participants were divided among the four multiple measures of data - Demographics, Student Learning, Processes and Programs, and Perceptions. Each group was provided with a variety of relevant data to examine along with questions to consider. Participants were given time to review data and record their noticings, wonderings, strengths and challenges on a shared document.

Based on trends recorded by the DEIC members, problem statements and root causes were formulated that captured the needs of the district. These needs were presented to the DEIC on June 1 for review, edits, and approval.

Demographics

Demographics Summary

Seguin ISD, located in the heart of Guadalupe County, is a 5A district with approximately 7227 students in the 2019-2020 school year. The district has one PreK campus, 7 elementary schools (grades K-5), 2 middle schools (grades 6-8), 1 comprehensive high school, 1 Alternative Education Accountability campus and 1 DAEP. Seguin ISD also has a Juvenile Detention Center in Guadalupe County. Seguin High School offers Early College High School; in May 2020 19 students graduated from Seguin Early College High School with an associate's degree. The ethnic breakdown in Seguin ISD has remained steady for the past four years at approximately 5% African American, 70% Hispanic, 24% White, and 1% Two or More Races.

The 2018-19 TAPR reports the district has approximately 71% economically disadvantaged students, 16% English Language Learners, 56% at risk, 12% Special Ed, 0.2% Migrant, 1.5% Homeless, 52% Title I, and 7% 504. Dropout rates are 1%, and 4 year graduation rate decreased from 95.5% in 2017 to 92.1% in 2018.

The teacher demographics are 4% African American, 30% Hispanic, and 65% White. 24% are male, 76% are female. 7% of the teachers are in their first year, 33% have between 1-5 years experience, 21% have between 6-10 years experience, 23% have between 11-20 years experience, and 16% have over 20 years experience. The average years of experience is 10.2. Teacher turnover rate has increased from 17.2% in 2017-18 to 22.6 in 2018-19.

The city of Seguin has a growing workforce, boasting a 3.5% increase in employment. The top fields in Seguin are Manufacturing, Retail and Trade, Health Care and Social Assistance, Accommodation & Food Services, and Educational Services. The top employers in Seguin are Caterpillar, Continental, Seguin ISD, CMC Steel, Tyson Foods, Guadalupe Regional Medical Center, Texas Lutheran University, HEB, Walmart, and Hexcel.

Seguin has experienced a population increase of 18% since 2010 and residential growth continues as well. There are currently 10 subdivisions under construction, and an additional 18 under review. Post secondary education institutions include Texas Lutheran University and Central Texas Technology Center. Seguin is also home to a Nationally Recognized Hospital - Guadalupe Regional Medical Center.

Demographics Strengths

Our attendance rate improved from 93.83% at the end of the 2018-19 school year to 94.08% as of March 6, 2020.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our teacher turnover rate increased from 17.2 in 2017-18 to 22.6 in 2018-19.

Root Cause: Seguin ISD competes with many other area districts.

Problem Statement 2 (Prioritized): As of March 6, 2020, the district attendance rate was 94.08%, below the goal of 95%

Root Cause: Attendance is not always a priority.

Problem Statement 3 (Prioritized): The Results Driven Accountability (RDA) data reports the total disciplinary removal rate for Special Education is 54.4.

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

Student Learning

Student Learning Summary

Due to COVID-19 and the cancellation of the STAAR assessment in the spring of 2019, all districts and campuses in Texas will receive the accountability rating of Not Rated: Declared State of Disaster. The most recent accountability data tables and the 2018-19 TAPR can be found in the addendum.

Based on the STAAR 2018-2019 data, EOC scores increased in all areas for Eng I and II and US History; Bio increased in the Approaches area. SpEd-CTE showed an increase in all areas/all subjects for EOC. At the elementary level, increases were seen in 3rd grade reading with 62-71% at the approaches level.

The gap between what percentage of students are approaching grade level and what percentage of SPED students are approaching grade level is large across the board, but there are some notable peaks. For example, 5th grade reading 81 % approaches, 5th grade SPED reading 39% approaches, a difference of 42%. 6th grade reading only had a gap of 25%.

Student Learning Strengths

The on time graduation rate is at 95% and then the 5 year graduation rate is at 98.6%, which is higher than the state's.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Seguin ISD had 14% of its students perform at the Masters Grade Level on the 2019 STAAR.

Root Cause: The majority of our Professional Learning is rooted in intervention rather than enrichment.

Problem Statement 2 (Prioritized): Students receiving special education services score below their peers in all tested subjects on the 2019 STAAR and the 2020 benchmarks.

Root Cause: Current staffing patterns do not support the needs of the student population.

Problem Statement 3 (Prioritized): EL students score below their peers in all tested subjects on the 2019 STAAR and the 2020 benchmarks.

Root Cause: Students are not receiving appropriate linguistic support to make large gains year to year.

District Processes & Programs

District Processes & Programs Summary

Seguin ISD is in year three of implementation of its strategic plan. The strategic plan has helped to draw attention to MTSS/RtI, PLCs, Human resources, and rigorous and relevant instruction. The District has invested both human and capital resources and is slowly building better systems, processes, and procedures.

District Processes & Programs Strengths

The District teacher pay scale makes SISD competitive. Professional learning helps increase teacher and administrator efficacy. The dual language program is showing promising results. CTE programs are also providing strong instruction. The District is also willing to invest in new data systems to increase student data tracking and help teachers and administrators with decision making.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): There are inconsistencies in implementation and effectiveness of PLCs across the district.

Root Cause: Monitoring and evaluation of PLC processes is not consistent across the district.

Problem Statement 2 (Prioritized): There is a lack of understanding of operational procedures across the district.

Root Cause: Procedures are not clearly defined and communicated.

Problem Statement 3 (Prioritized): Our student support systems do not fully support students who experience high levels of trauma.

Root Cause: Multi-Tiered Systems of Support in Seguin ISD are not fully developed and implemented.

Problem Statement 4 (Prioritized): Multi-Tiered Systems of Support in Seguin ISD are not fully developed and implemented.

Root Cause: Seguin ISD has not prioritized the resources to adequately develop Multi-Tiered Systems of Support.

Perceptions

Perceptions Summary

Student Engagement: Student attendance continues to be a priority for the district. Attendance rates this year have remained steady in the mid to high 90s percentage range, with the highest attendance rates being reported at the elementary level. Efforts such as incentive challenges, parent contact, and faculty buy-in have helped sustain the attendance rates. Discipline remains a concern, especially at the secondary level. Expectations, systems, and structures for student behavior need to be reevaluated and then implemented consistently. To support student discipline for the 2020-2021 school year, each campus will designate a Restorative Practices campus leader (with 2 leaders at each middle school and the high school) who will receive training in Restorative Practices, Positive Action, Mental Health Supports, Social and Emotional Learning, Trauma Sensitive Schools, and understanding MTSS.

Staff Engagement: Teacher turnover remains higher than the state percentage due to competition from surrounding urban school districts. To support retention, the district's mentoring program continues to evolve and grow each year. Teachers with 0-2 years of experience are provided a mentor at their campus and in their content area. In addition, time is provided throughout the school year for mentors and new teachers to meet and plan.

Parent and Community Engagement: The district's Parent & Family Engagement policy outlines how the district will communicate and engage with parents and the community. Campuses have increased their communication with parents and visibility in the community through block walks and interactive events such as Family Nights. Efforts to connect with ALL families continues to be an area of concern at all campuses, but especially secondary campuses. District efforts to provide translations for Spanish-speaking parents of key communication have improved and are consistently sent out with via social media.

Perceptions Strengths

Student Engagement: Overall student attendance remains high and continues to be a priority at all campuses.

Staff Engagement: The district employs 99-100% highly qualified teachers and supports teacher retention with a mentoring program.

Parent and Community Engagement: Increased visibility of faculty and staff throughout the community, translation of district communication for Spanish-speaking families, and increased social media presence and communication.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a disconnect between school and parent/families.

Root Cause: The culture in Seguin ISD does not support high levels of family and community engagement.

Problem Statement 2 (Prioritized): Not all students are fully engaged in after school clubs, programs, and activities of their interest.

Root Cause: Seguin ISD has not emphasized the use of available resources for activities to engage students outside the school day..

Priority Problem Statements

Problem Statement 1: As of March 6, 2020, the district attendance rate was 94.08%, below the goal of 95%

Root Cause 1: Attendance is not always a priority.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The Results Driven Accountability (RDA) data reports the total disciplinary removal rate for Special Education is 54.4.

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

Problem Statement 2 Areas: Demographics

Problem Statement 3: Seguin ISD had 14% of its students perform at the Masters Grade Level on the 2019 STAAR.

Root Cause 3: The majority of our Professional Learning is rooted in intervention rather than enrichment.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students receiving special education services score below their peers in all tested subjects on the 2019 STAAR and the 2020 benchmarks.

Root Cause 4: Current staffing patterns do not support the needs of the student population.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: EL students score below their peers in all tested subjects on the 2019 STAAR and the 2020 benchmarks.

Root Cause 5: Students are not receiving appropriate linguistic support to make large gains year to year.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Our teacher turnover rate increased from 17.2 in 2017-18 to 22.6 in 2018-19.

Root Cause 6: Seguin ISD competes with many other area districts.

Problem Statement 6 Areas: Demographics

Problem Statement 7: There is a lack of understanding of operational procedures across the district.

Root Cause 7: Procedures are not clearly defined and communicated.

Problem Statement 7 Areas: District Processes & Programs

Problem Statement 8: Our student support systems do not fully support students who experience high levels of trauma.

Root Cause 8: Multi-Tiered Systems of Support in Seguin ISD are not fully developed and implemented.

Problem Statement 8 Areas: District Processes & Programs

Problem Statement 9: There are inconsistencies in implementation and effectiveness of PLCs across the district.

Root Cause 9: Monitoring and evaluation of PLC processes is not consistent across the district.

Problem Statement 9 Areas: District Processes & Programs

Problem Statement 10: There is a disconnect between school and parent/families.

Root Cause 10: The culture in Seguin ISD does not support high levels of family and community engagement.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: Not all students are fully engaged in after school clubs, programs, and activities of their interest.

Root Cause 11: Seguin ISD has not emphasized the use of available resources for activities to engage students outside the school day..

Problem Statement 11 Areas: Perceptions

Problem Statement 12: Multi-Tiered Systems of Support in Seguin ISD are not fully developed and implemented.

Root Cause 12: Seguin ISD has not prioritized the resources to adequately develop Multi-Tiered Systems of Support.

Problem Statement 12 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- RDA data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate 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
- SAT and/or ACT assessment data
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Homeless data
- Dyslexia 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
- Tobacco, alcohol, and other drug-use data
- Enrollment trends

Employee Data

- State certified and high quality staff data
- Professional development needs assessment data

Parent/Community Data

- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Other additional data

Goals

Revised/Approved: October 27, 2020

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.

HB3 Goal

Evaluation Data Sources: STAAR assessments, benchmarks, literacy and math screeners

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue for the 2021-22 school year.

Strategy 1 Details	Reviews			
Strategy 1: Create professional learning experiences that will yield innovative and engaging classroom experiences by continuing to implement and monitor 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%. Staff Responsible for Monitoring: Chief Academic Officer Schoolwide and Targeted Assistance Title I Elements: 2.5 Problem Statements: District Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress	 Moderate Progress	 Moderate Progress	 Continue/Modify
Strategy 2 Details	Reviews			
Strategy 2: Use Common Formative Assessment and Unit Assessment data to develop a targeted learning and intervention plan in PLCs. Strategy's Expected Result/Impact: Improved academic achievement and student growth. By November, all PLCs will have DDI conversations following protocols set out in PLC handbook. Staff Responsible for Monitoring: Director of Elementary Curriculum and Multilingual Services, Director of Secondary Education/Professional Learning Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Moderate Progress	 Continue/Modify

Strategy 3 Details		Reviews			
Strategy 3: Provide instruction that is engaging, relevant, and collaborative to meet the needs of all by developing district expectations for providing timely, meaningful, and action-driven feedback to teachers that focuses on teacher growth and development (1.3.2). Strategy's Expected Result/Impact: Campus administrators will perform 10 walkthroughs/week and provide timely, meaningful feedback that is action-driven and observable to at least 5. Staff Responsible for Monitoring: Chief Academic Officer		Formative			Summative
		Nov	Jan	Mar	June
		 Moderate Progress	 Moderate Progress	 Considerable	 Continue/ Modify
Strategy 4 Details		Reviews			
Strategy 4: 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 campus admin must have conducted at least one CIR with all STAAR tested area teachers. By March 31st, all campus admin must have conducted at least two CIR with all STAAR tested area teachers. Staff Responsible for Monitoring: Director of Elementary Curriculum and Multilingual Services, Director of Secondary Education/Professional Learning Schoolwide and Targeted Assistance Title I Elements: 2.5 Problem Statements: Student Learning 1, 2, 3		Formative			Summative
		Nov	Jan	Mar	June
		 No Progress	 Accomplished	 Accomplished	 Accomplished
Strategy 5 Details		Reviews			
Strategy 5: Refine 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 receiving special education services. Staff Responsible for Monitoring: Director of Special Education 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		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress	 Some Progress	 Some Progress	 Continue/ Modify

Strategy 6 Details	Reviews			
Strategy 6: 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. Staff Responsible for Monitoring: Director of Special Education, Chief Academic Officer Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Some Progress	 Continue/ Modify
Strategy 7 Details	Reviews			
Strategy 7: 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 2021. Staff Responsible for Monitoring: Chief Academic Officer, Director of Elementary Curriculum and Multilingual Services, Director of Secondary Education/Professional Learning Schoolwide and Targeted Assistance Title I Elements: 2.5 Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress	 Moderate Progress	 Moderate Progress	 Continue/ Modify
Strategy 8 Details	Reviews			
Strategy 8: 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. Staff Responsible for Monitoring: Director of Elementary Curriculum and Multilingual Services Schoolwide and Targeted Assistance Title I Elements: 2.4 - Results Driven Accountability - Equity Plan Problem Statements: Student Learning 3	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress	 Moderate Progress	 Considerable	 Accomplished

Strategy 9 Details	Reviews			
Strategy 9: 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. Staff Responsible for Monitoring: CTE Director Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Results Driven Accountability Problem Statements: Student Learning 2, 3 Funding Sources: - 244 CTE Perkins	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Accomplished
Strategy 10 Details	Reviews			
Strategy 10: Provide training to parents of English Learners to support their students linguistic skills at home. Strategy's Expected Result/Impact: Increase in TELPAS Proficiency levels. Staff Responsible for Monitoring: Director of Elementary Curriculum and Multilingual Services Schoolwide and Targeted Assistance Title I Elements: 3.1 - Results Driven Accountability Problem Statements: Student Learning 3	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Accomplished	 Accomplished
Strategy 11 Details	Reviews			
Strategy 11: Continue to improve and grow the Matador Innovative Teaching Academy. Staff Responsible for Monitoring: Chief Operating Officer/Associate Superintendent, Director of Digital Learning Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 No Progress	 Moderate Progress	 Accomplished

Strategy 12 Details	Reviews			
Strategy 12: Provide opportunities for middle school students to 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. Staff Responsible for Monitoring: Director of Digital Learning Schoolwide and Targeted Assistance Title I Elements: 2.5	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Moderate Progress	 Continue/ Modify
Strategy 13 Details	Reviews			
Strategy 13: Identify and implement improvements to district STEAM Fair, including any needed updates to the robotics competitions; implement strategies to promote greater secondary participation. Staff Responsible for Monitoring: Director of Digital Learning Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 No Progress	 Some Progress	 Accomplished
Strategy 14 Details	Reviews			
Strategy 14: The LLS department will improve communication and outline expectations by producing district-level handbooks on RtI/MTSS (Academics & Behavior), Assessment, Grading, & Reporting, PLC/Rigor & Relevance, and SEL Implementation. Handbooks will be vetted by campus administrators and teachers. Training will be provided to campus leadership teams during Leadership Summit. Strategy's Expected Result/Impact: Improved communication and alignment of practices across the district. Staff Responsible for Monitoring: Chief Academic Officer Schoolwide and Targeted Assistance Title I Elements: 2.5 Problem Statements: District Processes & Programs 1, 2	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress	 Moderate Progress	 Moderate Progress	 Accomplished

Strategy 15 Details	Reviews			
Strategy 15: Provide professional learning to all teachers of English learners on the components, purpose and instructional implications of TELPAS. Strategy's Expected Result/Impact: Increase students TELPAS Proficiency levels Staff Responsible for Monitoring: Director of Elementary Curriculum and Multilingual Services	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress	 Accomplished	 Accomplished	 Accomplished
Strategy 16 Details	Reviews			
Strategy 16: Design and provide oversight to campus based tutorials for English learners. Strategy's Expected Result/Impact: Increase students TELPAS Proficiency levels Staff Responsible for Monitoring: Director of Elementary Curriculum and Multilingual Services Problem Statements: Student Learning 3	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress	 Accomplished	 Accomplished	 Accomplished
Strategy 17 Details	Reviews			
Strategy 17: Implement House Bill 3 reading academies for grades 2 and 3 including special education and dyslexia interventionist. Strategy's Expected Result/Impact: Build teacher capacity around the science of reading and increase student achievement. Staff Responsible for Monitoring: Director of Elementary Curriculum and Multilingual Services Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress	 Considerable	 Considerable	 Accomplished
Strategy 18 Details	Reviews			
Strategy 18: Provide professional learning opportunities for Fine Arts teachers. Staff Responsible for Monitoring: Director of Fine Arts Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress	 Moderate Progress	 Accomplished	 Accomplished

Strategy 19 Details	Reviews			
Strategy 19: Provide supplemental tutoring services to Migrant students. Strategy's Expected Result/Impact: Close the gap in academic achievement and graduation rates between migrant and non-migrant students. Staff Responsible for Monitoring: Migrant Coordinator Schoolwide and Targeted Assistance Title I Elements: 2.5 - Results Driven Accountability Problem Statements: District Processes & Programs 4 Funding Sources: Tutoring services - 212 Title I C - \$8,000	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Some Progress	 Continue/ Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Seguin ISD had 14% of its students perform at the Masters Grade Level on the 2019 STAAR. Root Cause: The majority of our Professional Learning is rooted in intervention rather than enrichment.
Problem Statement 2: Students receiving special education services score below their peers in all tested subjects on the 2019 STAAR and the 2020 benchmarks. Root Cause: Current staffing patterns do not support the needs of the student population.
Problem Statement 3: EL students score below their peers in all tested subjects on the 2019 STAAR and the 2020 benchmarks. Root Cause: Students are not receiving appropriate linguistic support to make large gains year to year.
District Processes & Programs
Problem Statement 1: There are inconsistencies in implementation and effectiveness of PLCs across the district. Root Cause: Monitoring and evaluation of PLC processes is not consistent across the district.
Problem Statement 2: There is a lack of understanding of operational procedures across the district. Root Cause: Procedures are not clearly defined and communicated.
Problem Statement 4: Multi-Tiered Systems of Support in Seguin ISD are not fully developed and implemented. Root Cause: Seguin ISD has not prioritized the resources to adequately develop Multi-Tiered Systems of Support.
Perceptions
Problem Statement 1: There is a disconnect between school and parent/families. Root Cause: The culture in Seguin ISD does not support high levels of family and community engagement.

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: No progress made toward meeting Objective

Next Year's Recommendation: Re-evaluate goal for 21-22.

Strategy 1 Details	Reviews			
Strategy 1: Increase course offerings and associated licensure programs in the Career & Technology Education Program Strategy's Expected Result/Impact: Increase the number of students obtaining industry-based certifications Staff Responsible for Monitoring: CTE Director Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 244 CTE Perkins	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
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. Staff Responsible for Monitoring: CTE Director Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 Funding Sources: - 244 CTE Perkins	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Accomplished
Strategy 3 Details	Reviews			
Strategy 3: Expand opportunities within the 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 Staff Responsible for Monitoring: Director of Special Education	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Moderate Progress	 Continue/ Modify

Strategy 4 Details	Reviews			
Strategy 4: Increase student participation in AVID and Dual Credit through guidance and recruitment programs, coordination of services, and professional development. Strategy's Expected Result/Impact: Increased participation in AVID and Dual Credit Staff Responsible for Monitoring: Early College High School Director Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Moderate Progress	 Accomplished
Strategy 5 Details	Reviews			
Strategy 5: Create college and career exploration opportunities beginning in the middle school level. Strategy's Expected Result/Impact: Introduce students to college and career opportunities to build their 4 year plan. Staff Responsible for Monitoring: Chief Academic Officer, Director of Secondary Education/Professional Learning, Director of Early College High School	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Moderate Progress	 Accomplished
Strategy 6 Details	Reviews			
Strategy 6: Increase student participation, especially in underrepresented student groups, in Advance Placement (AP) and Advanced courses through recruitment and guidance programs, coordination of services, and professional development. Strategy's Expected Result/Impact: Increase AP participation rates about 15% by the end of the 2021 school year. Staff Responsible for Monitoring: Director of Secondary Education/Professional Learning	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress	 No Progress	 No Progress	 Continue/Modify
Strategy 7 Details	Reviews			
Strategy 7: Create a system to track the College, Career, and Military Readiness component for secondary students in the district. Strategy's Expected Result/Impact: Increased opportunities for students to achieve the CCMR component; increased CCMR scores in the accountability system. Staff Responsible for Monitoring: Director of State & Federal Accountability	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Accomplished

Strategy 8 Details	Reviews			
Strategy 8: Refine Early College High School recruitment plan in accordance with the TEA ECHS Blueprint. Strategy's Expected Result/Impact: Increase the amount of students in underrepresented groups in the ECHS program. Staff Responsible for Monitoring: Director of Early College High School	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Moderate Progress	 Accomplished
Strategy 9 Details	Reviews			
Strategy 9: Increase the student participation in SAT and TSIA by offering school day testing opportunities. Strategy's Expected Result/Impact: Increase the student participation in SAT and TSIA. By November, SHS will host SAT in school. Staff Responsible for Monitoring: Director of Early College High School	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Moderate Progress	 Accomplished
 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 opportunities and allocate resources that support and reinforce health and wellness as a foundation for learning. By the end of the year, Seguin ISD will reflect a 10% increase in score from the Panorama BOY to EOY surveys.

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

Strategy 1 Details	Reviews			
Strategy 1: Provide transportation to campuses for Foster students. Strategy's Expected Result/Impact: Foster students in need will have transportation to their originating school. Staff Responsible for Monitoring: Executive Director of Student Services	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Moderate Progress	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: Provide resources to identified homeless and migrant 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. Staff Responsible for Monitoring: Student Support Specialist Funding Sources: clothing, hygiene, supplies - 206 - TEHCY (Homeless)	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Accomplished
Strategy 3 Details	Reviews			
Strategy 3: Monitor grades and attendance for homeless students and provide necessary interventions. Strategy's Expected Result/Impact: Improved grades and attendance for homeless students. Staff Responsible for Monitoring: Deputy Chief Operations Officer Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Accomplished

Strategy 4 Details		Reviews			
Strategy 4: Provide Achievers Clubs for 6th through 8th grade migrant students and students experiencing homelessness. 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. Staff Responsible for Monitoring: Deputy Chief Operations Officer Problem Statements: Perceptions 2 Funding Sources: Grant-Homeless - 206 - TEHCY (Homeless)		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress	 Some Progress	 Moderate Progress	 Continue/ Modify
Strategy 5 Details		Reviews			
Strategy 5: Provide Matador LEADERS club sessions for active 9th to 12th grade migrant students and students experiencing homelessness to build leadership, communication skills, and promote college and career readiness. Strategy's Expected Result/Impact: Improved student achievement, increased self-esteem and leadership skills, and increase college and career readiness. Staff Responsible for Monitoring: Deputy Chief Operations Officer Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress	 Some Progress	 Some Progress	 Continue/ Modify
Strategy 6 Details		Reviews			
Strategy 6: 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. Strategy's Expected Result/Impact: Improved academic achievement; increase in accountability RDA ratings. Staff Responsible for Monitoring: Deputy Chief Operations Officer Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress	 Moderate Progress	 Moderate Progress	 Accomplished

Strategy 7 Details	Reviews			
Strategy 7: Utilize the Truancy and Dropout Prevention software program to actively monitor campus and district level truancy and attendance interventions. Staff Responsible for Monitoring: Deputy Chief Operations Officer Problem Statements: Demographics 2	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Moderate Progress	 Accomplished
Strategy 8 Details	Reviews			
Strategy 8: Continue the Missing Matadors Matter initiative to educate and engage parents and the community in student attendance. Strategy's Expected Result/Impact: Increase in attendance rate Staff Responsible for Monitoring: Deputy Chief Operations Officer Problem Statements: Demographics 2	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Accomplished
Strategy 9 Details	Reviews			
Strategy 9: 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. Staff Responsible for Monitoring: Deputy Chief Operations Officer Problem Statements: District Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Accomplished
Strategy 10 Details	Reviews			
Strategy 10: 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 Staff Responsible for Monitoring: Deputy Chief Operations Officer	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Accomplished

Strategy 11 Details	Reviews			
Strategy 11: Implement Common Sense Education digital citizenship curriculum in grades k-8, including parent education events. Staff Responsible for Monitoring: Director of Digital Learning Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6, 3.2	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress	 Considerable	 Considerable	 Continue/Modify
Strategy 12 Details	Reviews			
Strategy 12: Provide support to secondary campuses to facilitate attendance interventions with Truancy Case Managers. Staff Responsible for Monitoring: Deputy Chief Operations Officer Problem Statements: Demographics 2	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Accomplished
Strategy 13 Details	Reviews			
Strategy 13: Continue to expand the LiiNK Project throughout all elementary campuses. Strategy's Expected Result/Impact: Increased student engagement and academic performance; overall improvement in student wellness. Staff Responsible for Monitoring: Director of Whole Child Initiatives	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress	 Considerable	 Considerable	 Continue/Modify
Strategy 14 Details	Reviews			
Strategy 14: 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. Staff Responsible for Monitoring: Deputy Chief Operations Officer	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Accomplished

Strategy 15 Details	Reviews			
Strategy 15: 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. Staff Responsible for Monitoring: Deputy Chief Operations Officer	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress	 Moderate Progress	 Considerable	 Accomplished
Strategy 16 Details	Reviews			
Strategy 16: 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. Staff Responsible for Monitoring: Director of Federal Programs Schoolwide and Targeted Assistance Title I Elements: 2.6	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Moderate Progress	 Accomplished
Strategy 17 Details	Reviews			
Strategy 17: 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 December, a team will be registered for the training. Staff Responsible for Monitoring: Director of Whole Child Initiatives Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress	 Some Progress	 Some Progress	 Continue/ Modify
Strategy 18 Details	Reviews			
Strategy 18: Implement Restorative Practices district wide; Tier 1 at all campuses and Tiers 2&3 at secondary campuses. All campuses will have a teacher who serves as a Restorative Practices leader. Strategy's Expected Result/Impact: Increase in school climate, as defined by a increase in positive connections between students and staff, student to student, and staff to staff. By November 31st, all campuses will be trained in Tier 1 Restorative Practices. Staff Responsible for Monitoring: Director of School Climate Transformation Problem Statements: Demographics 3 - District Processes & Programs 4	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Moderate Progress	

Strategy 19 Details		Reviews			
Strategy 19: Provide transition support to 5th graders entering middle school and 8th graders entering high school. Strategy's Expected Result/Impact: Improve student positive social-emotional outcomes. By November 31st, SISD will apply for TPWD Coop Grant and begin outlining transition services. Staff Responsible for Monitoring: Director of School Climate Transformation, Director of Whole Child Initiatives Schoolwide and Targeted Assistance Title I Elements: 2.6		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress	 Some Progress	 Some Progress	 Continue/ Modify
Strategy 20 Details		Reviews			
Strategy 20: Refine and continue implementation of the inclusive behavior support program (PLUS) for SPED students with significant behavior needs. Strategy's Expected Result/Impact: Students with behavioral needs will be included in more in academic settings and will be successful. Staff Responsible for Monitoring: Director of Special Education Schoolwide and Targeted Assistance Title I Elements: 2.6 - Results Driven Accountability Problem Statements: Demographics 3		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress	 Some Progress	 Some Progress	 Continue/ Modify
Strategy 21 Details		Reviews			
Strategy 21: Expand after school club activities that address whole child initiatives. Strategy's Expected Result/Impact: Improve student positive social-emotional outcomes. Staff Responsible for Monitoring: Director of Whole Child Initiatives Problem Statements: Perceptions 2		Formative			Summative
		Nov	Jan	Mar	June
		 Accomplished	 Accomplished	 Accomplished	 Continue/ Modify

Strategy 22 Details	Reviews			
Strategy 22: Monitor safe and appropriate student use of online resources through Gaggle. Strategy's Expected Result/Impact: Student safety Staff Responsible for Monitoring: Director of Digital Learning	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Moderate Progress	 Continue/ Modify
Strategy 23 Details	Reviews			
Strategy 23: Expanding cultural arts opportunities for students K-12, including Ballet Folklorico. Strategy's Expected Result/Impact: Increase student exposure to cultural history and training in a performing arts skill. Staff Responsible for Monitoring: Director of Fine Arts Schoolwide and Targeted Assistance Title I Elements: 2.5	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Accomplished	 Accomplished
Strategy 24 Details	Reviews			
Strategy 24: By providing Youth Mental Health First Aid training, SISD staff will increase awareness of and capacity to address the mental health needs of students. Strategy's Expected Result/Impact: Provide early intervention support to students experiencing mental health challenges. Staff Responsible for Monitoring: Director of School Climate Transformation Problem Statements: District Processes & Programs 3, 4	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Some Progress	 Continue/ Modify
Strategy 25 Details	Reviews			
Strategy 25: Develop a comprehensive guidance counseling program. Strategy's Expected Result/Impact: Align resources to improve counseling support provided to students. Staff Responsible for Monitoring: Deputy Chief Operations Officer Director of School Climate Transformation	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress	 Some Progress	 Some Progress	 Accomplished

Strategy 26 Details		Reviews			
Strategy 26: Implement Positive Action Pk-5 and explore expansion opportunities into secondary programs. Strategy's Expected Result/Impact: Increase in positive school climate. Staff Responsible for Monitoring: Director of Whole Child Initiatives		Formative			Summative
		Nov	Jan	Mar	June
		 Considerable	 Considerable	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: As of March 6, 2020, the district attendance rate was 94.08%, below the goal of 95% Root Cause: Attendance is not always a priority. Problem Statement 3: The Results Driven Accountability (RDA) data reports the total disciplinary removal rate for Special Education is 54.4. Root Cause: Discipline practices do not address the root cause of the behavior.
District Processes & Programs
Problem Statement 3: Our student support systems do not fully support students who experience high levels of trauma. Root Cause: Multi-Tiered Systems of Support in Seguin ISD are not fully developed and implemented. Problem Statement 4: Multi-Tiered Systems of Support in Seguin ISD are not fully developed and implemented. Root Cause: Seguin ISD has not prioritized the resources to adequately develop Multi-Tiered Systems of Support.
Perceptions
Problem Statement 2: Not all students are fully engaged in after school clubs, programs, and activities of their interest. Root Cause: Seguin ISD has not emphasized the use of available resources for activities to engage students outside the school day..

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%.

Evaluation Data Sources: Parent Engagement Activity Annual Calendar, Sign-in sheets

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Formalize a method of tracking this data for the district.

Strategy 1 Details	Reviews			
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. Staff Responsible for Monitoring: Deputy Chief Operations Officer	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Moderate Progress	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: Provide district-level coordination for Professional Learning events on meaningful parental engagement activities. Strategy's Expected Result/Impact: Campuses will build capacity with parental involvement activities. Staff Responsible for Monitoring: Director of Federal Programs Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/ Modify

Strategy 3 Details	Reviews			
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. Staff Responsible for Monitoring: Deputy Chief Operations Officer	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Some Progress	 Accomplished
Strategy 4 Details	Reviews			
Strategy 4: Pending health and safety measures, 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. Staff Responsible for Monitoring: Chief Academic Officer Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress	 Some Progress	 Some Progress	 Continue/ Modify
Strategy 5 Details	Reviews			
Strategy 5: Establish a district-wide "Parent Empowerment Series" to engage and educate parents in matters relating to academic achievement, education programs, and student wellness. Strategy's Expected Result/Impact: Increase in parental involvement, enhanced school-parent relationships, and improved collaborative culture. Staff Responsible for Monitoring: Chief Academic Officer, Director of Federal Programs Schoolwide and Targeted Assistance Title I Elements: 3.1 Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/ Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: There is a disconnect between school and parent/families. Root Cause: The culture in Seguin ISD does not support high levels of family and community engagement.

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 11,000 to 12,100 and the number of Twitter followers from 3,750 to 4,000 by June 2021.

Evaluation Data Sources: Social Media counts

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Revise metric to measure Public Relations & Communications

Strategy 1 Details	Reviews			
Strategy 1: 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. Staff Responsible for Monitoring: Chief Communications Officer	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: Promote district social media outlets through School Messenger, emails. Matador Pride community newsletter, and social media. Strategy's Expected Result/Impact: Better informed stakeholders and enhanced public perception of the District's image. Staff Responsible for Monitoring: Chief Communications Officer	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Accomplished

Strategy 3 Details	Reviews			
Strategy 3: Provide training as necessary to campus social media designee and teachers to increase the use of social media in order to highlight student work and classroom/campus events. Strategy's Expected Result/Impact: Better informed stakeholders and enhanced public perception of the District's image. Staff Responsible for Monitoring: Chief Communications Officer	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Accomplished
 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%.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Revise method to measure this data point.

Strategy 1 Details	Reviews			
Strategy 1: 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. Staff Responsible for Monitoring: CTE Director Schoolwide and Targeted Assistance Title I Elements: 2.6 Funding Sources: - 244 CTE Perkins	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: 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. Staff Responsible for Monitoring: Fine Arts Director Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Moderate Progress	 Accomplished

Strategy 3 Details	Reviews			
Strategy 3: Identify opportunities for Leadership Staff to participate campus and community based events in and effort to support and engage stakeholders. Staff Responsible for Monitoring: Chief Communications Officer	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Accomplished
Strategy 4 Details	Reviews			
Strategy 4: Increase our partnerships with community-based mental health organizations. Strategy's Expected Result/Impact: Greater access to mental health resources. Staff Responsible for Monitoring: Director of School Climate Transformation Problem Statements: District Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Moderate Progress	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

District Processes & Programs
Problem Statement 3: Our student support systems do not fully support students who experience high levels of trauma. Root Cause: Multi-Tiered Systems of Support in Seguin ISD are not fully developed and implemented.

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%

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
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. Staff Responsible for Monitoring: Director of Secondary Education/Professional Learning	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: Provide district support to mentors and new teachers through professional learning and forum discussions through the New Teacher Center. Strategy's Expected Result/Impact: Reduce teacher turnover rate. Build leadership capacity in mentors and professional capacity in new teachers. Checkpoint - By November, mentors will have completed 12 hours of PL and mentees will have completed a 2-hour forum. Staff Responsible for Monitoring: Director of Secondary Education/Professional Learning Equity Plan Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Accomplished

Strategy 3 Details	Reviews			
Strategy 3: Provide support to new teachers through a 0-2 Year Collaborative that meets on a monthly basis. Strategy's Expected Result/Impact: Reduce teacher turnover rate. Develop social-emotional and instructional capacity in new teachers. Checkpoint: Feedback from first fall meeting. Staff Responsible for Monitoring: Director of Secondary Education/Professional Learning Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Moderate Progress	 Accomplished
Strategy 4 Details	Reviews			
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 Staff Responsible for Monitoring: Chief Human Resources Officer Equity Plan	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress	 Moderate Progress	 Considerable	 Continue/Modify
Strategy 5 Details	Reviews			
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 Staff Responsible for Monitoring: Chief Academic Officer Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress	 Moderate Progress	 Moderate Progress	 Continue/Modify

Strategy 6 Details	Reviews			
Strategy 6: Provide instructional support to teachers for continuous improvement in the virtual/remote learning environment. Strategy's Expected Result/Impact: Increased capacity in the use of instructional technology. Staff Responsible for Monitoring: Director of Innovation	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Moderate Progress	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our teacher turnover rate increased from 17.2 in 2017-18 to 22.6 in 2018-19. Root Cause: Seguin ISD competes with many other area districts.

State Compensatory

Budget for District Improvement Plan

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.00.699.0.24.241.6118	6118 Extra Duty Stipend - Locally Defined	\$101,507.00
199.13.00.885.0.24.000.6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$141,660.00
199.21.00.881.0.24.241.61x9	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$91,903.00
199.21.00.887.0.24.524.6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$81,098.00
199.xx.00.935.0.24.40x.6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$309,485.00
6100 Subtotal:		\$725,653.00
6200 Professional and Contracted Services		
199.31.00.935.0.24.104.6299	6299 Miscellaneous Contracted Services	\$212,500.00
6200 Subtotal:		\$212,500.00
6300 Supplies and Services		
199.11.00.699.0.24.242.6399	6311 Gasoline and Other Fuels for Vehicles	\$875.00
6300 Subtotal:		\$875.00

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bittings, Nikki	Deputy Director	Student Services	0.75
Borden, Cynthia	Director	Accountability, Federal Programs	0.6
Cantu, Mark	School Improvement Officer	LLI	0.6
Ehring, Cynthia	Student Support Specialist	Student Services	0.75
Gonzales, Armando	Student Support Officer	Student Services	0.75
Hall, David	Coordinator	LLI	1
Martinez, Sara	Student Support Coordinator	Student Services	0.9
Pacheco, Victor	Student Safety Officer	Student Services	0.5
Polanco, Saundra	Secretary	Accountability, Federal Programs	0.6
Vella, Nilda	Coordinator	LLI	0.5

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Arredondo, Beatriz	Bilingual Aide	Federal Programs	.85
Baker, Crystal	Reading Interventionist	Federal Programs	.5
Borden, Cynthia	Director of Federal Programs	Federal Programs	.4
Carvajal, Janie	Bilingual Aide	Federal Programs	.85
Castillo, Bertha	Bilingual Aide	Federal Programs	.85
Cuevas, Teresa	Homeless/Migrant Coordinator	Federal Programs	.6
Daugherty, Maria	Bilingual Aide	Federal Programs	.85
Ehlers, Jessica	Reading Interventionist	Federal Programs	.5
Fiscal, Flora	Bilingual Aide	Federal Programs	.85
Garcia, Jessica	Bilingual Aide	Federal Programs	.85
Lerma, Cruz	Bilingual Aide	Federal Programs	.85
Lumbreras, Veronica	Bilingual Aide	Federal Programs	.85
Martinez, Sara	Coordinator	Parent & Family Engagement	.1
McCoy-Shanafelt, Penny	Reading Interventionist	Federal Programs	.5
Miller, Laura	Reading Interventionist	Federal Programs	.5
Mize, Michelle	Reading Interventionist	Federal Programs	.5
Polanco, Sandra	Admin Assistant	Federal Programs	.4
Rodriguez, Rose	Reading Interventionist	Federal Programs	.5
Vella, Nilda	Coordinator	Federal Programs	.5
Vrana, Laura	Reading Interventionist	Federal Programs	.5

District Educational Improvement Council

Committee Role	Name	Position
Parent Liaison	Michael Bennett	AJB Parent Liaison
Business Representative	Gravett, Kendy	Business Member
Community Representative	Read, Ashlyn	Community Member
Parent	Jahns, Jamie	Parent - AJB
District-level Professional	Higginbotham, Allie	SpEd Coordinator
Non-classroom Professional	Vrana, Laura	Jefferson Dyslexia Teacher
Classroom Teacher	Vestal, Kristian	AJB Classroom Teacher
Parent	Tondre, Kat	Parent- Patlan
Classroom Teacher	Thompson, Jennifer	Ball Classroom Teacher
Non-classroom Professional	Tawill, Meaghan	Jefferson Academic Dean
Classroom Teacher	Tankersley, Avery	McQueeney Classroom Teacher
Parent	Stewart, Jessica	Parent- SHS
Classroom Teacher	Spahn, Ashley	SHS Classroom Teacher
Non-classroom Professional	Salazar, Victoria	Vogel Librarian
Classroom Teacher	Rangel, Alissa	Ball Classroom Teacher
Classroom Teacher	Pond, Amanda	Barnes Classroom Teacher
Non-classroom Professional	Perez, Veronica	Patlan Librarian
Classroom Teacher	Perales, Maria	Weinert Classroom Teacher
Non-classroom Professional	Pena, Michelle	Weinert Counselor
Classroom Teacher	Pearson, Gretchen	SHS Classroom Teacher
Classroom Teacher	Neumann, Lindsey	Koennecke Classroom Teacher
Classroom Teacher	Nance, Janet	Barnes Classroom Teacher
District-level Professional	Murrillo, Danica	Director of Secondary & PL
Classroom Teacher	McCullough Stephen	MBLC Classroom Teacher
Classroom Teacher	Lee, Kristen	Vogel Classroom Teacher
District-level Professional	Jaramillo, Andrea	Director of Elementary & Multilingual
Non-classroom Professional	Holt, Christy	Koennecke Librarian

Committee Role	Name	Position
Classroom Teacher	Gonzalez, Mireya	Rodriguez Classroom Teacher
Classroom Teacher	Gamboa, Yvette	Patlan Classroom Teacher
Classroom Teacher	Dumboski, John	SHS Classroom Teacher
District-level Professional	Dean, Halcy	Director of Special Ed
Classroom Teacher	Cunningham, Resa	Rodriguez Classroom Teacher
Classroom Teacher	Crunk, Mary	Saegert Classroom Teacher
Classroom Teacher	Carroll, Oran	McQueeney Classroom Teacher
District-level Professional	Cantu, Mark	Chief Academic Officer
Classroom Teacher	Burton, Jaimie	SHS Classroom Teacher
District-level Professional	Borden, Cindy	Director of Federal and State Accountability

District Funding Summary

211 Title I A FY2021					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$663,500.00
+/- Difference					\$663,500.00
211 Title I - Parental Involvement FY2021					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$25,000.00
+/- Difference					\$25,000.00
212 Title I C					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	19	Tutoring services		\$8,000.00
Sub-Total					\$8,000.00
Budgeted Fund Source Amount					\$23,122.00
+/- Difference					\$15,122.00
288 Title I D					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$91,392.00
+/- Difference					\$91,392.00
Grand Total Budgeted					\$803,014.00
Grand Total Spent					\$8,000.00
+/- Difference					\$795,014.00

Addendums

2020-2021 ESSA Federal Funding District Reserve Expenses

Description	Fund Source	Amount
Parent Involvement - Campus Allocations and Administrative costs	Title I, Part A	\$25,000
Administrative Costs	Title I, Part A	\$78,000
Homeless (Title I and non-Title I campuses)	Title I, Part A	\$44,500
Reading Interventionists	Title I, Part A	\$265,000
Bilingual & ESL Aides	Title I, Part A	\$192,000
	Title III, Part A	\$56,000
Professional Development	Title I, Part A	\$30,000
Summer School	Title I, Part A	\$38,000
PNP Equitable Services	Title I, Part A	\$15,000
	Title II, Part A	\$10,000
	Title IV, Part A	\$5,000
Foster Care Transportation	Title I, Part A	\$1,000
Migrant Coordinator	Title I, Part C	\$30,000
Instructional Coordinator (Science)	Title II, Part A	\$46,000
Elementary Academic Deans & TB stipends	Title II, Part A	\$143,000



SAS#: PERKAA21

Organization: SEGUIN ISD
Campus/Site: N/A
Vendor ID: 1746002287

County District: 094901
ESC Region:20
School Year: 2020-2021

2020-2021 SC5600 Comprehensive Local Needs Assessment**SC5600****SC5600 - Comprehensive Local Needs Assessment****Purpose**

One of the most significant changes introduced in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is the new comprehensive local needs assessment (CLNA).

The law states, "To be eligible to receive financial assistance under this part, an eligible recipient shall— (A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and (B) not less than once every 2 years, update such comprehensive local needs assessment."

ESC and TEA Review☒ **ESC Review Complete****TEA Review Status: Approved****Part 1: Applicant Designation****Intention to Apply for Funds**

Funding Source	Apply on Own	Apply as Fiscal Agent of SSA	Not Apply at All	Apply as Member of SSA
1. Carl D Perkins Technical Grant	☒	☐	☐	☐

2020-2021 SC5600 Comprehensive Local Needs Assessment

SC5600

SC5600 - Comprehensive Local Needs Assessment

Part 2: Student Performance

Evaluate student performance on federal accountability indicators.

1. Identify the Perkins performance accountability indicator targets not being met at the LEA level.

- | | |
|--|---|
| ☐ 1S1: Four-Year Graduation Rate | ☐ 3S1: Postsecondary Placement |
| ☐ 1S2: Extended Graduation Rate | ☐ 4S1: Non-traditional Program Enrollment |
| ☒ 2S1: Academic Proficiency in Reading/Language Arts | ☐ 5S1: Attained Recognized Postsecondary Credential |
| ☐ 2S2: Academic Proficiency in Mathematics | ☐ 5S4: CTE Completer |
| ☒ 2S3: Academic Proficiency in Science | ☐ All Perkins performance accountability indicator targets have been met at the LEA level. |

2. ☒ 2020-2021 LEA baseline data and state baseline data have been reviewed in TEAL and LEA will include strategies for improvement in the local application that address areas of low performance.

3. Compare the performance of CTE Learners with non-CTE Learners on accountability indicators. Include possible explanations for any differences.

When comparing the CTE Learners with non-CTE Learners on accountability indicators our districts' CTE Learners out performed all non-CTE Learners on all accountability indicators. A possible explanation is that CTE Learners out performed Non-CTE Learners because of the hands-on experiences they receive in CTE courses.

TEA Use Only

CTE Review: ☒ Accept ☐ Reject

4. Compare the performance of each special population in the CTE program with the performance of all CTE Learners at the LEA level.

CTE Learners with Disabilities performed lower than all CTE Learners in the following indicators: 1S1, 2S1, 2S2, 2S3, 3S1, 5S1, 5S4
 CTE English Learners performed lower than all CTE Learners in the following indicators: 1S1, 2S1, 2S2, 2S3, 3S1, 4S1, 5S1, 5S4
 CTE Learners from Economically Disadvantaged Families performed lower than all CTE Learners in the following indicators: 1S1, 2S1, 2S2, 2S3, 4S1, 5S1, 5S4
 CTE Learners Preparing for Non-traditional Fields performed lower than all CTE Learners in the following indicators: 5S1
 CTE Learners from Single Parent households performed lower than all CTE Learners in the following indicators: 2S1, 2S2, 2S3, 4S1, 5S1, 5S4
 CTE Learners from Out-of-Work, Foster Care, and Active Military households performed lower than all CTE Learners in the following indicators: None
 CTE Learners from Migrant households performed lower than all CTE Learners in the following indicators: 3S1, 4S1

TEA Use Only

CTE Review: ☒ Accept ☐ Reject

5. Describe how CTE Learners from different genders, races, and ethnicities are performing in the CTE programs at the LEA level.

CTE Learners performed lower than all district CTE Learners in the following indicators:

Female - 2S3, 3S1, 4S1
 Male - 1S1, 2S1, 2S2, 5S1, 5S4
 American Indians or Alaskan Native - 2S1, 2S2, 2S3, 4S1, 5S1, 5S4
 Asian - 3S1
 Blacks or African American - 2S1, 2S2, 2S3, 3S1, 4S1, 5S1
 Hispanic or Latino - 1S1, 2S1, 2S2, 2S3, 3S1, 4S1, 5S1, 5S4
 Native Hawaiian or Pacific Islander - 2S1, 2S2, 2S3, 4S1, 5S1, 5S4
 White - 5S1
 Two or more races - 1S1, 2S1, 2S2, 2S3, 4S1

CTE Learners performed above all district CTE Learners in the following indicators:

Female - 5S1, 2S2, 1S1, 2S1, 5S4
 Male - 2S3, 3S1, 4S1
 American Indians or Alaskan Native - 1S1, 3S1
 Asian - 5S4, 5S1, 2S3, 4S1, 2S1, 2S2
 Blacks or African American - 1S1
 Hispanic or Latino - 5S1
 Native Hawaiian or Pacific Islander - 1S1, 3S1
 White - 4S1, 1S1, 3S1, 5S4, 2S2, 2S1, 2S3
 Two or more races - 3S1, 5S1, 5S4

TEA Use Only

CTE Review: ☒ Accept ☐ Reject

2020-2021 SC5600 Comprehensive Local Needs Assessment

SC5600

SC5600 - Comprehensive Local Needs Assessment

Part 3: Labor Market Alignment

Evaluate the alignment between CTE programs offered and the labor market needs.

1. List the top career clusters with occupations that meet the state and/or regional definition of "in-demand" and "high-wage".

The Workforce Development Area Labor Market Information, 2016 – 2026 shows the STEM career cluster as #1 with growth rate of 47% for Statisticians #2 is Health Science career cluster with a growth rate of 46% for Physician Assistants and Nurse Practitioners. The Business, Marketing, and Finance career cluster ranks #3 with Operations Research Analysts growth rate of 39%. The Science, Technology, Engineering and Mathematics career cluster comes in at #4 with Cybersecurity at 36% growth rate. The Manufacturing career cluster comes in at #5 with Helpers--Production Workers at 36% growth rate.

TEA Use Only

CTE Review: ☒ Accept ☐ Reject

2. Describe the alignment between the CTE Learners and the occupations identified in part 3 line 1. Second, identify any gaps between high-wage/in-demand occupations and CTE program offerings.

The alignment between the districts CTE Learners and the occupations identified in our Workforce Development Area the Labor Market Information, 2016 – 2026 aligns in the following career clusters STEM, Health Science, and Manufacturing. The district ranks in the following order: #1 Health Science, #2 Manufacturing, #3 STEM, and #4 Business, Marketing, & Finance. There is a slight gap between the high-wage/ in-demand occupations and the CTE program offerings, whereas Information Technology ranks #7 for the district. Our district does not offer the Hospitality and Tourism career cluster which ranks #15.

TEA Use Only

CTE Review: ☒ Accept ☐ Reject

Part 4: Programs of Study/Size, Scope, and Quality

Evaluate the core elements required for a state-approved program of study as well as meet the state's definition of size, scope and quality.

1. Based on the LEA's high school enrollment, describe how the number of programs of study offered align with the number of students who could potentially be served.

Our district serves approximately 7,200 students. Of that number – 2,000 students are enrolled in grades 9-12. Our grade alignment for the secondary campuses is Middle School grades 7-8 and High Schools grades 9-12. We offer 11 Career Clusters in our district and 18 Programs of Study, which is well above the minimum requirement of 5 programs of study. Because of this alignment the Summer PEIMS snapshot report gives us the final total of students participating in CTE courses. Since 2017-2018 we have condensed the number of offerings to streamline the process of CTE enrollment. Students have few options, but a better selection of program of study offerings.

TEA Use Only

CTE Review: ☒ Accept ☐ Reject

2. Describe the involvement of secondary partners, postsecondary partners and employer/industry partners in the development, implementation, and phasing out/closure of CTE programs of study.

We have phased out our Agriculture Mechanics program of study. Between 2017 - 2020, we saw significant growth in our Manufacturing career cluster due to local demand which decreased the enrollment in Agriculture Mechanics. Two of the most recent programs of study for our district to implement were HVAC and Electrical which resulted from planning committees composed of advisory, industry, and community partners which identified the need for more trade type career opportunities. The City of Seguin local businesses and other businesses such as Tyson Foods have partnered with Seguin ISD to provide mentorship, curriculum materials and equipment training.

TEA Use Only

CTE Review: ☒ Accept ☐ Reject

3. Identify any gap areas between opportunities for students to participate in work-based learning and complete advanced academic courses compared to your enrollment.

As a district we have made good progress over the last couple of years to increase the opportunities for students to participate in work-based learning. We have partnered with ABC South Texas to provide additional work-based learning opportunities. Since 2017-2018 we have expanded our Practicum offerings by three Programs of Study - Construction Management, Marketing, and STEM. We work closely with our community College to identify opportunities for students to complete advanced academic courses. The district provides transportation to students enrolled at the Central Texas Technology Center obtaining college credit in Advanced Manufacturing and Information Technology. As a district we need to increase the enrollment and opportunities in our Career Prep courses.

TEA Use Only

CTE Review: ☒ Accept ☐ Reject



SAS#: PERKAA21

Organization: SEGUIN ISD
 Campus/Site: N/A
 Vendor ID: 1746002287

County District: 094901
 ESC Region: 20
 School Year: 2020-2021

2020-2021 SC5600 Comprehensive Local Needs Assessment

SC5600

SC5600 - Comprehensive Local Needs Assessment

Part 5: Recruitment, Retention, and Training of CTE Educators

Assess and develop plans to improve the quality of CTE faculty.

1. Describe professional development opportunities for faculty, staff, counselors, and administrators. Include examples of the effectiveness of these experiences at improving student outcomes.

Seguin ISD provides many professional development opportunities for faculty, staff, counselors, and administrators. Here is a listing of sessions held over the past 2 years. We provide certification opportunities for our instructors so that they may certify our students in the following areas: NCCER, OSHA, American Welding Society (AWS), and First Aid/CPR.

TEA Use Only

CTE Review: ☒ Accept ☐ Reject

2. Identify the processes that are in place to induct and retain faculty and staff. Evaluate these processes for effectiveness with an emphasis on individuals coming from industry.

One of Seguin ISD's Strategic Priorities is to create the conditions to recruit, retain, and engage employees. Every effort is made to attract highly qualified individuals to our district and the CTE profession. We work closely with CTE preparation programs to recruit qualified applicants. In order to retain CTE teachers, they are paired with a mentor teacher at both the campus and district level. CTE teachers are given opportunities to attend professional development activities at the district, regional and state level.

TEA Use Only

CTE Review: ☒ Accept ☐ Reject

3. Evaluate faculty in CTE programs for appropriate credentials with related workplace experience in the program area.

Nearly 100% of the CTE teachers in Seguin ISD meet state teacher certification requirements. Although we are a District of Innovation (DOI) it is our intent to have the CTE teacher obtain the appropriate teaching certificate for their program area. Seguin ISD is a very diverse community and we are always looking for CTE teachers in underrepresented areas to join the CTE teaching field. We encourage & support our teachers to participate in externship opportunities as they arise to stay current in their field of expertise.

TEA Use Only

CTE Review: ☒ Accept ☐ Reject



SAS#: PERKAA21

Organization: SEGUIN ISD
 Campus/Site: N/A
 Vendor ID: 1746002287

County District: 094901
 ESC Region:20
 School Year: 2020-2021

2020-2021 SC5600 Comprehensive Local Needs Assessment

SC5600

SC5600 - Comprehensive Local Needs Assessment

Part 6: Improving Equity and Access

Evaluate progress in providing equal access to CTE programs.

1. Evaluate student groups taking part in CTE at disproportionate levels, in comparison to the overall student population. Identify which groups are over and underrepresented.

Representation was higher among CTE Learners compared to the district for the following groups: Female, Asian, Black or African American, White, Two or More Races.

TEA Use Only

CTE Review: ☒ Accept ☐ Reject

2. Identify any barriers that prevent certain populations of CTE learners from accessing your programs, such as prerequisites/admission requirements, transportation, and scheduling. Identify the student groups most affected by these barriers.

There are no barriers. All students have equal access to participate in CTE programs of study at Seguin ISD.

TEA Use Only

CTE Review: ☒ Accept ☐ Reject

3. Describe how and when you recruit students into your CTE programs. List the methods of reaching all students, including students from groups identified as special populations.

Seguin ISD takes pride in our efforts to recruit students from all sub-groups including special populations into all of our CTE programs. We have established a CTE exploration event where all 8th grade students attend Seguin High School to learn about course programs and offerings. Our CTE Director visits middle school campuses multiple times a year and shares information about CTE programs. Students utilize the Xello platform for career exploration, 4-year planning, and other technical information involving Seguin High School CTE.

TEA Use Only

CTE Review: ☒ Accept ☐ Reject

2020-2021 SC5600 Comprehensive Local Needs Assessment

SC5600

SC5600 - Comprehensive Local Needs Assessment

Part 7: Summary

LEAs will merge the analyses outlined above into one set of findings.

1. Describe the LEA's overall mission and vision for CTE programming.

The mission of Seguin ISD is to cultivate, inspire and empower students to grow and learn. The vision of Seguin ISD is Exceptional students to exceptional citizens.

TEA Use Only

CTE Review: ☒ Accept ☐ Reject

2. List the top (three-five) CTE priorities over the next four-years.

The top 3 CTE priorities over the next four years are: #1 – Increase the number of Career & Technical Education Students taking and passing industry-based certification and licensure exams. #2 – Increase CTE student performance on the RDA (Results Driven Accountability) Performance Indicators. #3 – Increase the opportunities for students to participate in work-based learning experiences/practicum.

TEA Use Only

CTE Review: ☒ Accept ☐ Reject

3. List the top three most aligned CTE programs of study based on regional labor market information and the plan for continuing support or expansion of these programs. List the three least aligned CTE programs of study and the plan for transforming or retiring these programs of study.

The top three most aligned CTE programs of study based on the Workforce Development Area the Labor Market Information, 2016 – 2026 are STEM, Health Science, and Manufacturing. We will continue to enlist the advisory committee members, industry and community partners to strengthen these programs and provide mentors, resources, etc. The three least aligned CTE programs of study are Cosmetology, Education & Training, and Law Enforcement. We do have a plan in place to transform and strengthen these programs of study or retire the program of study. We are surveying students in the Child Development and Human Growth and Development class who have shown an interest in going into Education.

TEA Use Only

CTE Review: ☒ Accept ☐ Reject

4. List the LEA's lowest performance indicators and describe strategies to improve student performance.

2S1: Academic Proficiency in Reading/Language Arts and 2S3: Academic Proficiency in Science. Seguin ISD has adopted the International Center for Leadership in Education (ICLE) Rigor and Relevance Framework model to address the low performance in 2S1 and 2S3. We will continue to provide professional development for all teachers in ICLE to increase proficiency in Reading/Language Arts, and Science.

TEA Use Only

CTE Review: ☒ Accept ☐ Reject

Part 8: Assessment Contact

Primary Contact

Select Contact: or

[Add New Contact](#)

First Name: Stephen

Middle Initial:

Last Name: Gonzalez

Title: CTE DIRECTOR

Phone: 830-401-8025

Ext:

E-Mail: sgonzalez@seguin.k12.tx.us



SAS#: PERKAA21

Organization: SEGUIN ISD
Campus/Site: N/A
Vendor ID: 1746002287

County District: 094901
ESC Region:20
School Year: 2020-2021

2020-2021 SC5600 Comprehensive Local Needs Assessment**SC5600****SC5600 - Comprehensive Local Needs Assessment****Part 9: Certification and Incorporation****Certification and Incorporation Statement**

I hereby certify that the information contained in this Special Collections Report is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to submit this data. I further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations; application guidelines and instructions; provisions, assurances, and certification requirements; and the schedule submitted. It is understood by the applicant that this application constitutes an offer and, if accepted by the Texas Education Agency or renegotiated to acceptance, will form a binding agreement.

Authorized OfficialSelect Contact:

or

[Add New Contact](#)

First Name: Cynthia

Middle Initial:

Last Name: Borden

Title: Director of State & Fed
Accountability

Phone: 830-401-8623

Ext:

E-Mail: cborden@seguin.k12.tx.us

Submitter Information

First Name: Cynthia

Last Name: Borden

Approval ID: cynthia.borden

Submit Date and Time: 5/14/2020 11:59:19 AM

Only the legally responsible party may submit this report.[Certify and Submit](#)

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; <u>AND</u> • 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; <u>AND</u> • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • 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 Year: 2020-2021

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

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

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS			
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, if feasible given Covid-19 restrictions.	September-June	Migrant Coordinator	• Agenda • Sign In Sheets • Registration Forms when applicable	
▪ Provide tutoring assistance to active migrant students with priority access given to PFS Migrant students.	November-June	Migrant Coordinator Campus Counselors Campus Principals Campus Asst. Principals	• Tutoring Logs • Referrals to Tutoring Services	

LEA Signature	Date Completed	ESC Signature	Date Received
----------------------	-----------------------	----------------------	----------------------

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

**Reporting
Procedures**

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation. The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
Bullying	
Discipline	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

	The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
<i>Corrective Action</i>	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
<i>Improper Conduct</i>	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

IDENTIFICATION & RECRUITMENT PLAN: SEGUIN ISD SCHOOL YEAR: 2020-2021 REGION: 20

DATE: 08/10/2020 REVISED: 01/29/2021 *REGION CHANGE

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. Attend Identification & Recruitment (ID&R) training offered by ESC-Recruiters, Attend ID&R and NGS training offered by ESC-Designated SEA Reviewers. COEs for new school year cannot be completed until training has occurred or as determined by TEA.	Migrant Recruiter Designated SEA Reviewers (Seguin ISD's review is the Regional Designee at this time.)	By July 1 and March 30 for ID&R training or as determined by TEA. NGS training to be determined.
B. Other		
II. IDENTIFICATION & RECRUITMENT		
A. Meet with all ID&R staff. Meet with Designated SEA Reviewers, recruiters, and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	Migrant Recruiter	By August 29
B. Finalize all forms, documents, and logs. Disseminate and train on all forms, documents, and logs, etc. that will be used by MEP ID&R staff.	Migrant Coordinator/Recruiter	By August 29
C. Make recruiter assignments. Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in	Migrant Coordinator/Recruiter	By August 29
D. Conduct ID&R. Potentially Eligible Migrant Children: Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. Currently Eligible Migrant Children: Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. Note: Share copies of COEs with appropriate entities as listed on COE.	Migrant Recruiter	By August 29-currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30 th .

E. Complete COEs. Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to designated SEA Reviewer for review.	Migrant Recruiters	Within 5 working days of parent signature
F. Review of COEs. Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed. NGS Data Entry Specialist is to enter data from each child's COE into the New Generation System (NGS) per the timeline. Copy of COE will be provided to PEIMS for coding-only after a child is encoded on NGS.	Designated SEA Reviewers Migrant Coordinator/NGS Specialist	Within 7 working days of parent signature
G. Conduct Residency Verification. Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	Migrant Recruiter	Between September 1 st and November 1 st . For 2 year olds turning 3-on or after 3 rd birthday
H. Other.		
III. MAPS AND INTRAREGIONAL NETWORKING		
A. Make contact with potential growers. Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops, and growing seasons.	Migrant Coordinator/Recruiter	Contact all growers within the district boundaries by November 1 st .
B. Develop Calendar and Maps Develop profile/maps reflecting major crops, seasons, hiring practices by growers, etc. Develop map for recruiter highlighting areas/neighborhoods where migrant families reside.	Migrant Coordinator/Recruiter	By December 1 and update on an ongoing basis throughout the year.
C. Other.		
IV. INTERAGENCY COORDINATION		
A. Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	Migrant Coordinator/Recruiter	Make initial outreach efforts by September 30 and continue ongoing efforts throughout the year.

B. Other.		
V. QUALITY CONTROL		
A. Written quality control procedures. Develop written procedures that outline ID&R quality control within the LEA/ESC.	Migrant Coordinator	By August 29th
B. Eligibility Review. Forward COEs with more than one required eligibility comment or other reasons specified under difficult determination to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Designated SEA Reviewers, Migrant Coordinator, ESC Migrant Contact	Ongoing throughout the year.
C. Monitor and address on-going training needs for ID&R. Work with regional ESC to provide training support to MEP Recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	All Migrant Staff.	As needed throughout the year.
D. Maintain up-to-date records on file. Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name {Heading Section of COE, number (4)} and retain records for seven years from the date eligibility ends.	All Migrant Staff.	Ongoing throughout the year.
E. Coordinate with ESC for annual eligibility validation. Eligibility of previously-identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA.	ESC, Migrant Coordinator/Staff	January - June
F. Other.		
VI. EVALUATION		
A. Evaluate ID&R efforts for subsequent planning. Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	Staff: All MEP Staff Others: Local Migrant Parent Advisory Council (PAC), etc.	By June 30th
B. Other.		