Seguin Independent School District

District Improvement Plan

2018-2019

Accountability Rating: C

Mission Statement

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

Vision

Exceptional students to exceptional citizens

Core Beliefs

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

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

Parent, community and industry partners are essential for student success

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

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The Seguin ISD District Educational Improvement Committee (DEIC) began the Comprehensive Needs Assessment for the 2018-19 school year in the Spring 2018. On March 19, Cindy Borden provided training to the DEIC at the regular meeting. DEIC members had the opportunity to select one of the following committees to serve:

- Demograhpics
- Student Achievement
- Perceptions
- Processes & Programs

On April 16 during the regular DEIC meeting, the 4 committees met to begin the data analysis process. Each committee lead brought data to review. The committees analyzed the data to determine potential problem statements.

On May 7 during the regular DEIC meeting, the committees met again to continue the data analysis process and determine root causes. Committee leads brought additional data as necessary to identify the needs of the district.

On June 11, the committees took a final review of their work from the past months; the committee leads presented problem statements to the DEIC as a whole group. The DEIC members participated in an activity whereby they individually rated each problem statement with a color-coded sticker. A Red sticker meant the problem statement has a high priority, a yellow sticker indicated a moderate priority, and a blue sticker indicated a low priority problem statement. This activity allowed the DEIC to hone in on common problems across all areas.

Demographics

Demographics Summary

Seguin ISD, located in the heart of Guadalupe County, is a 5A district with approximately 7467 students. The district has one PreK campus, 7 elementary schools (grades K-5), 2 middle schools (grades 6-8), 1 comprehensive high school and 1 Alternative Education Accountability campus. Seguin High School offers Early College High School to all students; in June 2018 31 students graduated from Seguin High School with an associate's degree. The ethnic breakdown has remained steady for the past three years at approximately 5% African American, 70% Hispanic, 23% White, and 1% Two or More Races.

The district has approximately 67% economically disadvanted students, 12% English Language Learners, 52% at risk, 11% special ed, 0.5% Migrant, .25% Homeless, 50% Title I, and 7% 504. Dropout rates are below 1%, and 4 year graduation rate increased from 91.5% in 2016 to 95.5% in 2017.

The teacher demographics are 5% African American, 27% Hispanic, and 68% White. 25% are male, 75% are female. 10% of the teachers are in their first year, 32% have between 1-5 years experience, 23% have between 6-10 years experience, 21% have between 11-20 years experience, and 14% have over 20 years experience. The average years of experience is 9.7 Teacher turnover rate has increased from 18.1 to 22.5.

Demographics Strengths

The demographics of Seguin ISD have remained relatively consistent.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Staff turnover rate continues to be higher than the state average.
Root Cause: Seguin ISD competes with higher-paying, higher-density districts nearby that attract young teachers away.

Problem Statement 2: Discipline data shows an increase in the use of exclusionary discipline for the All Student group and Special Ed group.
Root Cause: Seguin ISD does not implement positive behavior strategies consistently across all campuses.

Problem Statement 3 (Prioritized): Student attendance continues to be below the state average, with the overall attendance percentage dropping 0.58% in the past school year.

Problem Statement 4 (Prioritized): The attendance rates and academic achievement for Migrant and Homeless populations continue to be lower than the all student group.

Student Academic Achievement

Student Academic Achievement Summary

From 2013 - 2017, the state accountability system measured four indexes - Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. Accountability ratings of "Met Standard: or "Improvement Required" were assigned to campuses and districts based on the scores earned in each index. Seguin ISD has earned a "Met Standard" rating since 2013.

Due to changes in the law, in 2018 the state accountability system is moving to a system that evaluates performance according to three domains:

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

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

A *Met Standard* label will be assigned for overall performance and for performance in each domain to campuses that meet perfromance targets. An *Improvement Required* label will be assigned for overall performance and for performance in each domain to campuses that do not meet the performance targets.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1 (Prioritized): The district performed 7-8 percentage points below the state and region in reading, math, and science. In addition, Seguin ISD performed 5-6 percentage points below in writing and social studies as reported on TAPR 2016-17.

Problem Statement 2: The special education population continues to perform below 45% passing rate for each subject across tested grade levels.

Problem Statement 3 (Prioritized): English Learners (ELs) score 16 percentage points below the state average across tested grade levels.

Problem Statement 4 (Prioritized): The district attendance rate has decreased over the past three years from 94.1% in 2013-14 to 93.7% in 2014-15 to 93.2% in 2015-16.

District Processes & Programs

District Processes & Programs Summary

The committee reviewed district processes and programs and made the following determinations:

The district does not have identified processes or programs for teaching writing. Writing scores were behind the state averages in all areas. This is an area to address in the plan for improvment.

Special programs, (ESL/BIL, and SPED) do not have consistent programs or written procedures for programming and procedures across the district. There are not standard methods of program monitoring and evaluation in place. There is a lack of consistency in resources and programing across the district. There are not programatic standards that staff in each program can utilize to understand their roles and resposibilities as special program teachers.

The district has a strong RTI plan in place that is not currently implemented consistently across the district. This plan can be revitalized and revisited for consistent implementation.

There are some practices in place to recruit teacher but ther are not significant methods in place to address teacher retention.

District Processes & Programs Strengths

The LLS department has addressed standardized assessments in reading and math and has procedures for such assessments. The Human Resources department recruits staff through attendance at job fairs across the state. The district has a strong RTI plan in place that needs to be revisited.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Student achievement is lower in the area of writing across all grade levels.

Problem Statement 2 (Prioritized): Subpopulations (special education and ELL students) have lower achievement results than the general population.

Problem Statement 3 (Prioritized): There is a high rate of teacher turnover in the district.

Problem Statement 4 (Prioritized): The district needs a strong focus on professional learning.
Root Cause: The district did not have the proper organizational structure to identify and support instructional initiatives.

Perceptions

Perceptions Summary

Based on various surveys and stakeholder input, climate and culture based perceptions vary across student groups. Survey data shows that campus staff members generally have positive views and feedback regarding campus/district support in the following areas: 1) feeling valued at the campus 2) feeling safe at the campus 3) receive opportunities to learn and grow 4) making a difference 5) receiving professional treatment from district offices. The teacher turnover rate has lessened slightly over the past academic year as compared to previous years. The district has taken the lead on school safety measures including ALICE training and various drills to practice emergency responses. Police officers are visible on campuses and administration is generally visible as well. While multiple opportunities for student connectedness exist at all levels, it has been stated that students feel different about school based on their respective levels of connectedness. Parent and community involvement continue to vary according to level and by campus. While family academic nights and social nights do gather significant numbers of parents at the elementary level, middle, and high school, campuses still work to increase parental involvement on a larger scale. Often times, parental support occurs from the parents of the students who achieve success, but struggling students continue to lack necessary levels of parental involvement. Student attendance continues to be a focus across the district.

Perceptions Strengths

Graduation rates have continued to remain above 95% (4 year graduation rate).

The Early College High School has had it's first cohort of Associates Degree graduates (31).

Systems have been put in place to monitor Response to Intervention efforts across the district.

There has been an intentional focus to concentrate on early literacy (MyON efforts) at the elementary levels.

College readiness measures have been introduced to SISD in the form of AVID at Vogel elementary.

Jefferson and McQueeney elementaries have added the LiiNK program to focus on student engagement, learning, and character education.

Dual language programs have been added at 4 elementary campuses to support literacy.

The Special Education deapartment has partnered with Region 13 to assess current staffing patterns to optimize student support.

Campus safety measures continue to be a top priority.

New teacher mentoring programs have been added to improve the teaching capacity of new teachers and to help retain current employees.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: A protocol for implementing stakeholder input into district initiatives is not evident.

Problem Statement 2 (Prioritized): Community involvement and parent participation levels at some district events are low

Problem Statement 3 (Prioritized): The approach to handling discipline issues across the district has continued to be reactive in nature.

Root Cause: The district and campuses need to focus on strategies to increase authentic student engagement and rigor in all lessons across the district.

Problem Statement 4 (Prioritized): Student participation in clubs, programs, and organizations is not at an optimal level
Root Cause: While various clubs, organizations, and programs exist across grade levels, there has not been sufficient effort to diversify the offerings necessary to attract and engage all students.

Problem Statement 5: Anecdotal evidence from parents and community members reveal concerns regarding customer service

Priority Problem Statements

Problem Statement 1: Staff turnover rate continues to be higher than the state average.
Root Cause 1: Seguin ISD competes with higher-paying, higher-density districts nearby that attract young teachers away.
Problem Statement 1 Areas: Demographics

Problem Statement 2: Student attendance continues to be below the state average, with the overall attendance percentage dropping 0.58% in the past school year.
Root Cause 2:
Problem Statement 2 Areas: Demographics

Problem Statement 3: Student achievement is lower in the area of writing across all grade levels.
Root Cause 3:
Problem Statement 3 Areas: District Processes & Programs

Problem Statement 4: Subpopulations (special education and ELL students) have lower achievement results than the general population.
Root Cause 4:
Problem Statement 4 Areas: District Processes & Programs

Problem Statement 5: There is a high rate of teacher turnover in the district.
Root Cause 5:
Problem Statement 5 Areas: District Processes & Programs

Problem Statement 6: Community involvement and parent participation levels at some district events are low
Root Cause 6:
Problem Statement 6 Areas: Perceptions

Problem Statement 7: The approach to handling discipline issues across the district has continued to be reactive in nature.
Root Cause 7: The district and campuses need to focus on strategies to increase authentic student engagement and rigor in all lessons across the district.
Problem Statement 7 Areas: Perceptions

Problem Statement 8: Student participation in clubs, programs, and organizations is not at an optimal level
Root Cause 8: While various clubs, organizations, and programs exist across grade levels, there has not been sufficient effort to diversify the offerings necessary to attract and engage

all students.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: The district performed 7-8 percentage points below the state and region in reading, math, and science. In addition, Seguin ISD performed 5-6 percentage points below in writing and social studies as reported on TAPR 2016-17.

Root Cause 9:

Problem Statement 9 Areas: Student Academic Achievement

Problem Statement 10: English Learners (ELs) score 16 percentage points below the state average across tested grade levels.

Root Cause 10:

Problem Statement 10 Areas: Student Academic Achievement

Problem Statement 11: The district attendance rate has decreased over the past three years from 94.1% in 2013-14 to 93.7% in 2014-15 to 93.2% in 2015-16.

Root Cause 11:

Problem Statement 11 Areas: Student Academic Achievement

Problem Statement 12: The attendance rates and academic achievement for Migrant and Homeless populations continue to be lower than the all student group.

Root Cause 12:

Problem Statement 12 Areas: Demographics

Problem Statement 13: The district needs a strong focus on professional learning.

Root Cause 13: The district did not have the proper organizational structure to identify and support instructional initiatives.

Problem Statement 13 Areas: District Processes & Programs

Goals

Revised/Approved: October 30, 2018

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 show an increase in the percentage of students who achieve the Approaches/Meets/Masters performance levels from 67%/38%/15% to 73%/41%/18% in 2019 and 78%/45%/20% in 2020.

Evaluation Data Sources: STAAR assessments, benchmarks

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize the revised Seguin ISD Purposeful Planning Protocol, which includes TEKS Resource System, the Region 13 TEKS Resource System Curriculum Maps, and revised district instructional frameworks by content. **Strategy's Expected Result/Impact:** All lesson plans will be aligned to the state curriculum with appropriate levels of rigor. Checkpoint: By the first reporting period, the LLS coordinators will have supported 100% of campuses through attendance and participation in PLCs. **Monitor:** Director of Elementary and Multilingual, Director of Secondary and Advanced Academics, LLS Content Coordinators	Moderate Progress	Some Progress	Moderate Progress	Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Develop essential practices for professional learning communities (PLCs), focusing on purposeful planning, instructional practices, and data analysis. **Strategy's Expected Result/Impact:** Build capacity of campus personnel to carry out the practice of Professional Learning Communities and improve targeted Tier 1 instruction. By November all PLCs will be implementing common agendas and protocols. **Monitor:** Director of Elementary and Multilingual, Director of Secondary and Advanced Academics, LLS Content Coordinators **Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **PBMAS - Critical Success Factors:** CSF 1, CSF 2, CSF 7 **Problem Statements:** Student Academic Achievement 1 - District Processes & Programs 1				Continue/ Modify

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Professional Learning: see TEA Notes and Strategic Plan for required trainings.	Some Progress	Moderate Progress	Considerable	Continue/ Modify

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Develop and implement district wide models for the provision of special education services outlining teacher roles, responsibilities and duties and ensuring a full continuum of services is available. **Strategy's Expected Result/Impact:** Special education teachers will understand their roles, responsibilities and duties with regard to the provision of special education services to better meet student needs. Checkpoint: teachers will utilize the Level of Support model to plan services for students Checkpoint: Teachers will utilize the case manager notebook to documenting services. November: All teachers receive training on the Case Manager notebook and are utilizing it for documentation of sped services. **Monitor:** Director of Special Education, Special Education Coordinators and District ARD Facilitators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **PBMAS - Critical Success Factors:** CSF 1 **Problem Statements:** District Processes & Programs 2 **Funding Sources:** Level of Support Model, Case Manager Notebook, ESC 13 support - 224 Federal SpEd				Continue/ Modify

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Implement district writing framework, using Empowering Writers. **Strategy's Expected Result/Impact:** The Empowering Writers framework will be used in all ELAR classes district-wide. Checkpoint #1: Train all ELAR teachers on Empowering Writers framework. Checkpoint #2: Monitor implementation of the framework through classroom observations and district assessments (CBAs and Benchmarks). **Monitor:** Director of Elementary and Multilingual, Director of Secondary and Advanced Academics, Elementary ELAR and Multilingual Coordinator, Secondary ELAR Coordinator **Critical Success Factors:** CSF 1, CSF 7	Some Progress	Some Progress	Some Progress	Continue/ Modify

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Provide support and professional learning to middle school campuses in the implementation of the Strategic Instruction Model (SIM). **Strategy's Expected Result/Impact:** Both middle school campuses will implement the Strategic Instruction Model (SIM). Checkpoint: Identify campus support days for Region 13 team and area(s) of coaching support. **Monitor:** Director of Secondary and Advanced Academics **Critical Success Factors:** CSF 1	Some Progress	Some Progress	Some Progress	Continue/ Modify

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Utilize elementary Instructional Coaches, secondary Academic Deans, Trailblazers, and grade level/ department leads to provide instructional support and job-embedded professional development to teachers. **Monitor:** Director of Elementary and Multilingual, Director of Secondary and Advanced Academics, LLS Content Coordinators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **PBMAS - Critical Success Factors:** CSF 1, CSF 2, CSF 7 **Problem Statements:** Student Academic Achievement 1 **Funding Sources:** 6 FTEs - 255 Title II - $120,000, Trailblazer/IC stipends - 255 Title II - $45,000	Some Progress	Moderate Progress	Accomplished	Continue/ Modify

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Provide professional development, workshop, and conference opportunities to teachers, Instructional Coaches, Directors, and/or Coordinators. **Strategy's Expected Result/Impact:** Build leadership and instructional capacity. By November, all registration for PL activities will be completed. **Monitor:** Federal Programs Director, Director of Professional Learning **Critical Success Factors:** CSF 3, CSF 6, CSF 7 **Problem Statements:** District Processes & Programs 4 **Funding Sources:** PLC, RtI registration, travel expenses - 211 Title I A - $50,000, PLC registration, travel expenses - 255 Title II - $8,500	Moderate Progress	Considerable	Accomplished	Continue/ Modify

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Provide support to participating private non-profit campuses through professional learning opportunities and tutoring to students. **Strategy's Expected Result/Impact:** Participating PNP students will show an increase in achievement. By November, all PNP plans will be submitted to Seguin ISD. By January, the FPD will meet with all PNP principals to review strategies and expenditures for impact. **Monitor:** Federal Programs Director **Problem Statements:** Perceptions 2 **Funding Sources:** tutors - 211 Title I A - $10,000, Professional development registration - 255 Title II - $10,000, Safety training registration - 289 Title IV - $5,000	Some Progress	Considerable	Accomplished	Continue/ Modify

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Expand the district organizational structure to provide coordinators in all content areas and a school improvement officer to facilitate continuous improvement at all campuses across the district. **Strategy's Expected Result/Impact:** Lesson plans **Monitor:** Assistant Superintendent of LLS and School Improvement Officer. **Critical Success Factors:** CSF 2, CSF 3, CSF 7 **Funding Sources:** personnel - coordinators, school improvement officer - 255 Title II - $45,000, personnel - 211 Title I A - $50,000, personnel - 199-General Fund - $200,000	Accomplished	Accomplished	Accomplished	Continue/ Modify

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Provide support for the administration of the Every Student Succeeds Act (ESSA) grant, through a Director of Federal Programs and secretary, including the application, budgets, compliance, and training as necessary. **Strategy's Expected Result/Impact:** The district and all campuses will be fully compliant with all Title programs. By November, the district and all campuses will have approved CIPs and budgets in place. By January, the FPD will meet with all Title I principals to review their budgets and CIPs to ensure program compliance and effectiveness. **Monitor:** Director of Federal Programs **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 3.1 - **Critical Success Factors:** CSF 3, CSF 5, CSF 7 **Funding Sources:** FTEs, Contracted services, conference registrations - 211 Title I A - $67,500, FTEs - 199-General Fund	Moderate Progress	Considerable	Considerable	Continue/ Modify

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12: 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:** Provide a viable district program for serving gifted and talented students. Checkpoint: Quarterly meetings with gifted and talented elementary facilitators. **Monitor:** Director of Secondary and Advanced Academics **Funding Sources:** Elementary GT Facilitators (3.5 FTEs) - 199 PIC 21 GT, GT Assessments - 199 PIC 21 GT	Some Progress	Some Progress	Some Progress	Continue/ Modify

Strategy 13 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13: Provide campus-level support for English Language learners in the delivery of rigorous and relevant instruction and the implementation of school improvement activities through the use of paraprofessionals in the classroom. **Strategy's Expected Result/Impact:** Bilingual and ESL students will have an increase in language acquisition as measured by the TELPAS proficiency language descriptors (PLDs). By November, the Multilingual will meet with all BE/ESL paraprofessionals to review the PLDs. **Monitor:** Director of Multi-Lingual Education **Problem Statements:** Student Academic Achievement 3 **Funding Sources:** 8 FTEs - Bilingual aides - 211 Title I A - $180,000, 9 FTEs - BE aides, 1 ESL aide - 263 Title III A - $55,000, 4 FTEs - 199-General Fund - $80,000	Some Progress	Moderate Progress	Considerable	Continue/ Modify

Strategy 14 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14: Develop and implement an Innovative Teaching Academy. **Strategy's Expected Result/Impact:** Teachers will identify and implement innovative pedagogies. Increase teacher leadership capacity. **Monitor:** Associate Superintendent of Technology Director of Digital Learning **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Critical Success Factors:** CSF 1, CSF 7	Some Progress	Some Progress	Moderate Progress	Continue/ Modify

Strategy 15 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15: The district will support summer school for students who have not met the passing standard in reading and math, for bilingual PK-K students, with the goal of increasing student achievement. **Strategy's Expected Result/Impact:** Students will increase their STAAR scores. By late January, the LLS department will hold a Summer School planning meeting. **Monitor:** Assistant Superintendent for Learning & Leadership Services **Critical Success Factors:** CSF 1, CSF 4 **Funding Sources:** Summer School teachers and administrators, supplies - 211 Title I A - $35,000, - 199-General Fund - $175,000	No Progress	No Progress	Considerable	Continue/ Modify

Strategy 16 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 16: 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 understand and more closely monitor special education programs for compliance and educational impact. Checkpoint: Administrators will monitor the use of the Case Manager Notebook by special education teachers and oversee program implementation, documentation and data collection each 6 weeks period. Checkpoint: Teacher performance regarding documentation and program implementation will be used by campus administration to complete TTESS evaluations for teachers. November: All administrators will receive training on the usage of the case manager notebook and relevant compliance issues in special education programs. Administrators will be conducting reviews of the case manager notebook at the end of each 6 weeks. **Monitor:** Director of Special Education, Asst Superintendent for Learning and Leadership Services, **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- PBMAS - Critical Success Factors:** CSF 1, CSF 2, CSF 3, CSF 6, CSF 7	Some Progress	Some Progress	Some Progress	Continue/ Modify

Strategy 17 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 17: Implement the Rigor/Relevance Framework at secondary campuses, to include the Campus Instructional Review (CIR) process. **Strategy's Expected Result/Impact:** All secondary campuses will use the CIR rubrics as tools for planning and instruction. Checkpoint: Conduct CIR visits with ICLE consultant in October and November. **Monitor:** Director of Secondary and Advanced Academics **Critical Success Factors:** CSF 1, CSF 7	Some Progress	Moderate Progress	Considerable	Continue/ Modify

Strategy 18 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 18: Provide identified professional learning to CTE teachers to address and support the academic needs of all students, particularly for special population. Implement, monitor, and evaluate **Strategy's Expected Result/Impact:** CTE teachers will understand their roles, responsibilities and duties with regard to the provision of special population services to better meet the needs of students and ensure the provision of quality services to improve student outcomes. **Monitor:** CTE Director **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **PBMAS** - **Critical Success Factors:** CSF 1, CSF 3, CSF 6, CSF 7 **Funding Sources:** - 244 CTE Perkins			Some Progress	Continue/ Modify

Strategy 19 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 19: Monitor and ensure the use of SIOP strategies in CTE classrooms. **Strategy's Expected Result/Impact:** Improve achievement of ELL students on state assessments. **Monitor:** CTE Director Dean of Instruction **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **PBMAS** - **Critical Success Factors:** CSF 1, CSF 2, CSF 4, CSF 6 **Funding Sources:** - 244 CTE Perkins	Some Progress	Moderate Progress	Moderate Progress	Continue/ Modify

Strategy 20 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 20: Identify and implement improvements to district STEAM Fair, including possibility of coding and robotics competitions, move to May, modifications to Science fair project categories, etc. **Strategy's Expected Result/Impact:** Increased attendance and participation at STEAM Fair. Greater depth of rigor and inquiry in Science Fair. **Monitor:** Director of Digital Learning; Science Coordinator **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Critical Success Factors:** CSF 1, CSF 5	Some Progress	Some Progress	Moderate Progress	Accomplished

Strategy 21 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 21: Provide training and certification test reimbursement for teachers who are seeking ESL certification. **Strategy's Expected Result/Impact:** Increase the number of ESL certified teachers in Seguin ISD. By November, evidence of training should be implemented in the classroom. **Monitor:** Director Of Elementary and Multilingual Education. **PBMAS - Critical Success Factors:** CSF 7 **Problem Statements:** Student Academic Achievement 3 **Funding Sources:** ESL-fees certification test reimbursement - 263 Title III A - $4,500, Professional learning in Sheltered Instruction, ESL Academy - 263 Title III A - $7,000	Some Progress	Accomplished	Accomplished	Continue/ Modify

Strategy 22 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 22: Provide training to parents of English Learners to support their students at home. **Strategy's Expected Result/Impact:** Increase in representation of the parents of ELs at school functions. By November, parents will have been identified and notified of the conference. **Monitor:** Director of Elementary and Multilingual Education **Schoolwide and Targeted Assistance Title I Elements:** 3.1 **- Critical Success Factors:** CSF 5, CSF 6 **Problem Statements:** Student Academic Achievement 3 **Funding Sources:** Registration and transportation to IDRA conference in April 2019 - 263 Title III A - $500	No Progress	Some Progress	Some Progress	Continue/ Modify

Strategy 23 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 23: 23) Provide opportunities for middle school students advance in computer science through the EasyCode Foundations curriculum. **Strategy's Expected Result/Impact:** Students will develop increased competency in computational thinking skills, including: decomposition, pattern recognition, abstraction, and algorithm design. Students will increase creativity and problem-solving skills. More students will display interest in continuing study of computer science topics at the high school level. **Monitor:** Director of Digital Learning **Schoolwide and Targeted Assistance Title I Elements:** 2.5	Some Progress	Some Progress	Accomplished	Accomplished

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: The district performed 7-8 percentage points below the state and region in reading, math, and science. In addition, Seguin ISD performed 5-6 percentage points below in writing and social studies as reported on TAPR 2016-17.
Problem Statement 3: English Learners (ELs) score 16 percentage points below the state average across tested grade levels.

District Processes & Programs
Problem Statement 1: Student achievement is lower in the area of writing across all grade levels.
Problem Statement 2: Subpopulations (special education and ELL students) have lower achievement results than the general population.
Problem Statement 4: The district needs a strong focus on professional learning. **Root Cause**: The district did not have the proper organizational structure to identify and support instructional initiatives.

Perceptions
Problem Statement 2: Community involvement and parent participation levels at some district events are low

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 22% to 33% 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 18% to 32% in the Academic Achievement component of the Closing the Gap domain.

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase course offerings and associated licensure programs in the Career & Technology Education Programs **Strategy's Expected Result/Impact:** Master Schedule. Number of students obtaining industry-based certifications **Monitor:** Campus Administrators CTE Director **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Critical Success Factors:** CSF 1, CSF 2, CSF 4, CSF 6, CSF 7 **Funding Sources:** - 244 CTE Perkins		Some Progress	Some Progress	Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Use Perkins funds to provide students with financial hardships equal opportunity to obtain licensure through certification testing. **Strategy's Expected Result/Impact:** Increase number of industry-based certifications. **Monitor:** CTE Director **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6 - **Critical Success Factors:** CSF 1, CSF 4, CSF 5, CSF 6, CSF 7 **Funding Sources:** - 244 CTE Perkins	Some Progress	Moderate Progress	Considerable	Continue/ Modify

No Progress   Accomplished   Continue/Modify   Discontinue

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

Performance Objective 3: WHOLE CHILD SOCIAL EMOTIONAL LEARNING: Seguin ISD will increase learning opportunities that support and reinforce the health and well-being of all students by addressing safety, lifetime fitness, school attendance, extra-curricular activities and the emotional support of all student populations. Seguin ISD will increase attendance from 92.89% to 94.00%, and decrease out of school suspensions by 10% from 664 to 599.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide support to homeless students attending Title I and non-Title I campuses through the efforts of a Homeless coordinator. **Strategy's Expected Result/Impact:** Homeless students will be appropriately identified and receive appropriate support services. **Monitor:** Executive Director of Student Services **Funding Sources:** FTE - 211 Title I A - $42,000	Moderate Progress	Accomplished	Accomplished	Continue/ Modify

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

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide resources to identified homeless students including school supplies, emergency clothing, hygiene products, government assistance program referrals, and free school meals. **Strategy's Expected Result/Impact:** Homeless students will receive the needed supplies so they can attend school. **Monitor:** Student Support Specialist **Funding Sources:** clothing, hygiene, supplies - 206 - TEHCY (Homeless) - $12,450	Moderate Progress	Considerable	Considerable	Continue/ Modify

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide monthly McKinney-Vento rosters and meet with students failing one or more core sourses. **Strategy's Expected Result/Impact:** Rosters, Grades, Attendance **Monitor:** Executive Director of Student Services	Moderate Progress	Considerable	Considerable	Continue/ Modify

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide LEADERS Program for Homeless Students in June to build leadership, communication skills, and college/career readiness. Program includes, student transportation, fees for events, facilitators, and meals/snacks for participants. **Strategy's Expected Result/Impact:** Registration form, Student Sign-in sheets, Agendas, facilitator time sheets, contract with University **Monitor:** Executive Director of Student Services **Funding Sources:** Grant-Homeless - 206 - TEHCY (Homeless) - $8,987	No Progress			Discontinue

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Participate in District Attendance Team meetings to target truancy and academic progress of homeless students to reduce dropout potential. **Strategy's Expected Result/Impact:** TEAMS Attendance reports, Dropout reports. We are projecting to see a 1.5% increase in attendance for all homeless students. **Monitor:** Executive Director of Student Services	Moderate Progress	Considerable	Considerable	Continue/ Modify

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Provide Achievers Session (4 1/2 day) for 6th through 8th grade students experiencing homelessness to build leadership and communication skills and college/career awareness. Program includes, student transportation, facilitator and meals/snacks for participants. **Strategy's Expected Result/Impact:** Registration form, Student Sign-in sheets, Agendas, facilitator time sheets, contract with University. **Monitor:** Executive Director of Student Services **Funding Sources:** Grant-Homeless - 206 - TEHCY (Homeless)	Some Progress	Moderate Progress	Considerable	Continue/ Modify

Strategy 8 Details	Reviews			
Strategy 8: Utilize Title 1-C funds to continue to recruit, monitor, provide services, and attend training to serve Migrant students. **Strategy's Expected Result/Impact:** Migrant students will be appropriately identified and provided support services as appropriate to keep students in school and be successful. **Monitor:** Executive Director of Student Services **Problem Statements:** Demographics 4 **Funding Sources:** - 212 Title I C - $30,000	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	Some Progress	Accomplished	Accomplished	Continue/ Modify

Strategy 9 Details	Reviews			
Strategy 9: Provide Migrant Achievers Club for students in grades 6th through 8th to promote student achievement, college awareness leadership and team building skills. **Strategy's Expected Result/Impact:** By providing extra curricular opportunities for Migrant students, attendance will increase. **Monitor:** Executive Director of Student Services **Problem Statements:** Demographics 4 **Funding Sources:** - 212 Title I C - $500	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	Some Progress	Moderate Progress	Considerable	Continue/ Modify

Strategy 10 Details	Reviews			
Strategy 10: Provide Matador LEADERS club sessions for active 9th to 12th grade migrant students to support student achievement, academic success, build self-esteem, provide leadership and team building opportunities, and increase college and career readiness. Including St. Edwards College Assistance to Migrants Program Preview Day, Young Leaders Conference-St. Phillips College, Project Pathway - ESC 13, Close-Up Foundation-Washington D.C. **Strategy's Expected Result/Impact:** By providing extra curricular opportunities for Migrant students, attendance will increase. **Monitor:** Executive Director of Student Services **Problem Statements:** Demographics 4 **Funding Sources:** - 212 Title I C - $5,000	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	Some Progress	Moderate Progress	Considerable	Continue/ Modify

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Collaborate with McKinney-Vento program to provide LEADERS Summer Program for Migrant 9th to 11th graders (if slots are available). Purpose of the summit is to build leadership, communication skills, promote college and career readiness. Provide instructional materials and supplies for migrant students participating in the program. **Strategy's Expected Result/Impact:** By providing extra curricular opportunities for Migrant students, attendance and participation will increase. **Monitor:** Executive Director of Student Services **Problem Statements:** Demographics 4 **Funding Sources:** - 212 Title I C - $1,000	No Progress			Continue/ Modify

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12: Continue to provide Migrant Tutor services to PFS students, as needed, in 3rd through 12th grades to support academic achievement, mentoring and leadership development during tutoring, leadership sessions and summer leadership summit. Continue to attend training to support PFS student. **Strategy's Expected Result/Impact:** The academic achievement for the Migrant population will increase. Teresa will update this impact. **Monitor:** Executive Director of Student Services **Problem Statements:** Demographics 4 **Funding Sources:** Tutors - 212 Title I C - $4,000				Continue/ Modify

Strategy 13 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13: Collaborate with McKinney-Vento program to provide Achievers half-day workshops for 6th to 8th grade students (when slots available) to provide information on available academic support services, study skills, leadership opportunities, STEM activities, and career awareness. **Strategy's Expected Result/Impact:** Increase the academic success of identified homeless students. **Monitor:** Executive Director of Student Services **Problem Statements:** Demographics 4 **Funding Sources:** Grant Homeless 2400.00 - 206 - TEHCY (Homeless) - $500				Continue/ Modify

Strategy 14 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14: Provide school clothing/school supplies for Migrant students in need. **Strategy's Expected Result/Impact:** By providing proper clothing and school supplies, student attendance and academic achievement will increase. **Monitor:** Executive Director of Student Services **Problem Statements:** Demographics 4 **Funding Sources:** Clothing, School Supplies - 212 Title I C - $7,000	Some Progress	Some Progress	Considerable	Continue/ Modify

Strategy 15 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15: Utilize the Truancy and Dropout Prevention software program to actively monitor campus and district level truancy and attendance interventions. **Strategy's Expected Result/Impact:** Increase communication to parents regarding student absences, increase attendance rate and decrease dropout numbers. Increase campus interventions. **Monitor:** Executive Director of Student Services	Some Progress	Moderate Progress	Considerable	Continue/ Modify

Strategy 16 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 16: Implement the Missing Matadors Matter initiative to educate and engage parents and the community in student attendance. **Strategy's Expected Result/Impact:** Increase awareness of why missing school matters to student success. Increase community awareness and support of the initiative. **Monitor:** Executive Director of Student Services	Some Progress	Some Progress	Moderate Progress	Continue/ Modify

Strategy 17 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 17: Provide mental health services to students through Communities in Schools Site Coordinators at the high school and middle schools. **Strategy's Expected Result/Impact:** Help students with personal issues so they can attend school and focus on academics. **Monitor:** Executive Director of Student Services **Funding Sources:** contracted services with Communities in Schools - 289 Title IV - $25,000	Moderate Progress	Moderate Progress	Considerable	Continue/ Modify

Strategy 18 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 18: Implement 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:** Improve campus climate and increased daily attendance. **Monitor:** Executive Director of Student Services	Some Progress	Moderate Progress	Considerable	Continue/ Modify

Strategy 19 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 19: Implement Common Sense Education digital citizenship curriculum in grades k-8, including parent education events. **Strategy's Expected Result/Impact:** Increase awareness of digital citizenship and online safety practices by students, parents, and teachers. **Monitor:** Director of Digital Learning; campus technology teachers/computer lab managers **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6, 3.2 - **Critical Success Factors:** CSF 5, CSF 6		Some Progress	Some Progress	Continue/ Modify

Strategy 20 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 20: Implement after-school music clubs, visual arts clubs to foster whole child social emotional learning. Funds to be used for transportation of students home following after school extra curricular activity and stipends for the sponsors to work outside of contract hours. Targeted campuses include Jefferson, McQueeney, Patlan, and Vogel. **Strategy's Expected Result/Impact:** Increased participation in after school extra curricular (music) activity. Students enrolled will show improvement in attendance and academic success. **Monitor:** Director of Fine Arts **Critical Success Factors:** CSF 1, CSF 4, CSF 5, CSF 6 **Problem Statements:** Perceptions 4 **Funding Sources:** Transportation funding - 289 Title IV - 289.11.00.XXX.9.24.000.6494 - $8,500, Sponsor Stipends - 289 Title IV - 289.13.00.xxx.9.24.000.6118 - $3,500	Some Progress	Moderate Progress	Accomplished	Continue/ Modify

Strategy 21 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 21: Provide support to secondary campuses to facilitate attendance interventions with Truancy Case Managers. **Strategy's Expected Result/Impact:** Increase student attendance at secondary campuses by increasing student and parent relationships with school personnel. **Monitor:** Executive Director of Student Services **Funding Sources:** - Truancy Grant	Some Progress	Moderate Progress	Considerable	Continue/ Modify

Strategy 22 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 22: Implement the LiiNK Project at all elementary campuses. **Strategy's Expected Result/Impact:** Increased on-task student behavior. Increase social responsibility and positive interactions among students. Improved student health. **Monitor:** Director of Whole Child Initiatives **Critical Success Factors:** CSF 1, CSF 4, CSF 5, CSF 6, CSF 7 **Problem Statements:** District Processes & Programs 4 - Perceptions 3, 4	Some Progress	Moderate Progress	Moderate Progress	Continue/ Modify

Strategy 23 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 23: 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. **Strategy's Expected Result/Impact:** Increase student sense of safety for increased daily attendance. **Monitor:** Executive Director of Student Services	Some Progress	Moderate Progress	Considerable	Continue/ Modify

Strategy 24 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 24: 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. **Strategy's Expected Result/Impact:** Increase safety knowledge of staff and students to proactively empower the population and reduce absences due to concerns about safety. **Monitor:** Executive Director of Student Services.	Some Progress	Moderate Progress	Considerable	Continue/ Modify

Strategy 25 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 25: The district will establish a Visual Arts program at Weinert Elementary. **Monitor:** Director of Fine Arts	Some Progress	Moderate Progress	Accomplished	Accomplished

Strategy 26 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 26: Support at risk youth who are detained at the Juvenile Detention Facility **Monitor:** Director of Federal Programs **Funding Sources:** FTE, stipend, computers, supplies - 288 Title I D - $80,000	Some Progress	Moderate Progress	Accomplished	Continue/ Modify

Strategy 27 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 27: Provide annual staff training to maintain a Seguin ISD Faculty committee of certified ROPES Course Facilitators. **Strategy's Expected Result/Impact:** Increased opportunity for SISD programs to benefit from team-building initiatives utilizing the Irma Lewis-Seguin Outdoor Learning Center facilities. Results will include improved student performance and enhanced social-emotional climate for all populations. **Monitor:** Director of Whole Child Initiatives **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Critical Success Factors:** CSF 1, CSF 3, CSF 4, CSF 5, CSF 6, CSF 7 **Problem Statements:** District Processes & Programs 4 - Perceptions 2, 3, 4 **Funding Sources:** - 289 Title IV	Accomplished	Accomplished	Accomplished	Accomplished

Strategy 28 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 28: Establish a learn-to-ride bicycle safety program to be implemented district wide in physical education classes. Establish staff training, curriculum and supplies to sustain the program. **Strategy's Expected Result/Impact:** Increased safety knowledge, Improved student health. Increased independent access to and from school for all student populations. Enhanced physical education instruction and curriculum. Empower students for independent life-long wellness. **Monitor:** Director of Whole Child Initiatives **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Critical Success Factors:** CSF 1, CSF 2, CSF 4, CSF 5, CSF 6, CSF 7 **Problem Statements:** Demographics 3 - Student Academic Achievement 4 - District Processes & Programs 4 - Perceptions 2, 4 **Funding Sources:** Bicycles, related equipment, curriculum and training - 289 Title IV - $15,000	Some Progress	Moderate Progress	Considerable	Continue/ Modify

Strategy 29 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 29: Explore Restorative Practices and implementation strategies. **Strategy's Expected Result/Impact:** Established task force will be trained and make a proposal for 2019-20 implementation. **Monitor:** Executive Director of Student Services **Problem Statements:** Perceptions 3	Some Progress	Some Progress	Some Progress	Continue/ Modify

Strategy 30 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 30: Provide for new technology music equipment (hybrid transacoustic pianos) to support music programs at middle school and elementary school campuses, as well as after school music programs. Targeted campuses include Briesemeister and Vogel. **Strategy's Expected Result/Impact:** Increased quality of student and teacher performance, increased activity for student involvement in music programs, and improved performance level for music groups. **Monitor:** Director of Fine Arts **Critical Success Factors:** CSF 1, CSF 5, CSF 6, CSF 7 **Funding Sources:** - 289 Title IV	No Progress	Some Progress	Accomplished	Accomplished

Strategy 31 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 31: Provide transition support to 8th graders entering high school. **Strategy's Expected Result/Impact:** Students will be gain skills related to conflict resolution, leadership , communication , and coping mechanisms, resulting in an increase in attendance and a decrease in behavior issues. **Monitor:** Director of Professional Learning and Director of Whole Child Initiative **Critical Success Factors:** CSF 6 **Problem Statements:** Perceptions 3, 4 **Funding Sources:** MATS Retreat expenses - 289 Title IV - $4,700	No Progress	No Progress	Moderate Progress	Continue/ Modify

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 3: Student attendance continues to be below the state average, with the overall attendance percentage dropping 0.58% in the past school year.

Problem Statement 4: The attendance rates and academic achievement for Migrant and Homeless populations continue to be lower than the all student group.

Student Academic Achievement

Problem Statement 4: The district attendance rate has decreased over the past three years from 94.1% in 2013-14 to 93.7% in 2014-15 to 93.2% in 2015-16.

District Processes & Programs

Problem Statement 4: The district needs a strong focus on professional learning. **Root Cause**: The district did not have the proper organizational structure to identify and support instructional initiatives.

Perceptions

Problem Statement 2: Community involvement and parent participation levels at some district events are low

Problem Statement 3: The approach to handling discipline issues across the district has continued to be reactive in nature. **Root Cause**: The district and campuses need to focus on strategies to increase authentic student engagement and rigor in all lessons across the district.

Problem Statement 4: Student participation in clubs, programs, and organizations is not at an optimal level **Root Cause**: While various clubs, organizations, and programs exist across grade levels, there has not been sufficient effort to diversify the offerings necessary to attract and engage all students.

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

Performance Objective 4: RESPONSE TO INTERVENTION (RtI): Seguin ISD will reduce the percentage of students who meet at risk criteria in reading (using Tier 3 Istation) by 4 percentage points from 25% to 21% and Math (using <25th %ile in TEMI) by 4 percentage points from 24% to 20%. At the secondary level, SISD will reduce the report card failure rate by 5% each grading period.

Evaluation Data Sources: Istation, TEMI for K-2 students, TEAMS failure report

Strategy 1 Details	Reviews			
Strategy 1: Convene District RtI Committee monthly to review and revise district RtI practices.	Formative			Summative
Strategy's Expected Result/Impact: 2018-2019 Seguin ISD RtI Guidance Document	Nov	Jan	Mar	June
Monitor: Asst. Superintendent of LLS	Some Progress	Some Progress	Moderate Progress	Continue/ Modify

Strategy 2 Details	Reviews			
Strategy 2: Monitor monthly campus student monitoring lists.	Formative			Summative
Strategy's Expected Result/Impact: Student performance will be monitored and interventions will be implemented according to need	Nov	Jan	Mar	June
Monitor: Assistant Superintendent of LLS	Some Progress	Moderate Progress	Considerable	Continue/ Modify

Strategy 3 Details	Reviews			
Strategy 3: District and campus administrators will attend Solution Tree RtI at Work conference.	Formative			Summative
Strategy's Expected Result/Impact: Campus personnel will deepen their understanding and implementation of RtI procedures.	Nov	Jan	Mar	June
Monitor: Asst. Superintendent of LLS	Some Progress	Some Progress	Moderate Progress	Continue/ Modify

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide district-level coordination for Parent/Family Engagement activities on campuses **Strategy's Expected Result/Impact:** Campuses will have an increased number of coordinated parental engagement activities. **Monitor:** Executive Director of Support Services **Funding Sources:** FTE - 211 Title I - Parental Involvement - $6,600	Some Progress	Moderate Progress	Moderate Progress	Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Attend Professional Learning events on meaningful parental engagement activities. **Strategy's Expected Result/Impact:** Each campus will send a representative to the Building Capacity workshop at Region 20. By January, the participants will re-convene to discuss progress on each campus and next steps. **Monitor:** Director of Federal Programs **Schoolwide and Targeted Assistance Title I Elements:** 3.1, 3.2 - **Critical Success Factors:** CSF 5 **Problem Statements:** Perceptions 2 **Funding Sources:** Professional Development - 211 Title I - Parental Involvement - $100	Accomplished	Accomplished	Accomplished	Continue/ Modify

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Conduct Parent Advisory Meetings to inform parents of the Migrant services available and corresponding budget. **Strategy's Expected Result/Impact:** Increase in parental involvement as measured by the parent attendance at the PAC meetings. **Monitor:** Executive Director of Student Support **Problem Statements:** Demographics 4 **Funding Sources:** Fliers, stamps, light refreshments - 212 Title I C - $500	Some Progress	Moderate Progress	Considerable	Continue/ Modify

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Review and update the Parent and Family Engagement Policy jointly with parents across the district. **Strategy's Expected Result/Impact:** By November, the DEIC will meet with parents to review and update the PFE policy. By December, the draft PFE policy will be emailed out to participants for approval and adoption. By December, the PFE policy will be translated into Spanish and posted on the district website. **Monitor:** Director of Federal Programs **Schoolwide and Targeted Assistance Title I Elements:** 3.1 **Problem Statements:** Perceptions 2	Moderate Progress	Accomplished	Accomplished	Continue/ Modify

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: The attendance rates and academic achievement for Migrant and Homeless populations continue to be lower than the all student group.

Perceptions
Problem Statement 2: Community involvement and parent participation levels at some district events are low

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 improve the public relations as measured by constructive feedback collected from social media and parent/community surveys.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize BOY and EOY surveys to gauge public perception of the District. **Strategy's Expected Result/Impact:** Enhanced public perception of the District's image. **Monitor:** Executive Director of Communications		No Progress	No Progress	Continue/ Modify

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Conduct the required annual program evaluation of the CTE program and report findings to the board of trustees. **Strategy's Expected Result/Impact:** Increase community awareness of CTE programming. **Monitor:** CTE Director **Schoolwide and Targeted Assistance Title I Elements:** 3.2 - **PBMAS - Critical Success Factors:** CSF 3, CSF 5, CSF 6, CSF 7				Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Collaborate with Seguin Area Chamber of Commerce, Seguin Economic Development Corporation and Central Texas Technology Center to create community partnerships through industry tours, teacher externships, and student internships. **Strategy's Expected Result/Impact:** Increase community-based opportunities for SISD students and teachers. **Monitor:** CTE Director **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **Critical Success Factors:** CSF 1, CSF 3, CSF 5, CSF 6, CSF 7 **Funding Sources:** - 244 CTE Perkins	Some Progress	Moderate Progress	Considerable	Continue/ Modify

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Collaborate with community organizations, including Mid Texas Symphony, Teatro de Artes, Texas Lutheran University Fine Arts, the Seguin Art League, and the City of Seguin Main Street program, to increase partnership opportunities. These will include increased visiting artists to classrooms, increased opportunities for students to attend performances, and additional field trips to the Weston Performing Arts Center at TLU. **Strategy's Expected Result/Impact:** Increased number of community-based learning opportunities for SISD students and teachers. Include additional MTS Children's Concert in Spring, additional Main Street event program participation, new Seguin Art League class participation, and increased Teatro offerings to SISD students. **Monitor:** Fine Arts Director **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6 - **Critical Success Factors:** CSF 1, CSF 3, CSF 5, CSF 6, CSF 7	Moderate Progress	Considerable	Accomplished	Continue/ Modify

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Identify opportunities for Leadership Staff to participate campus and community based events in and effort to support and engage stakeholders. **Strategy's Expected Result/Impact:** Increased public perception and and enhanced image of Seguin ISD. **Monitor:** Executive Director of Communications	Some Progress	Moderate Progress	Considerable	Accomplished

No Progress   Accomplished   Continue/Modify   Discontinue

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Participate in the Bexar PREP program through Region 20 to develop highly effective campus leaders. **Strategy's Expected Result/Impact:** Increase leadership capacity in assistant principals. Checkpoint: Monthly check-in meetings with participants. **Monitor:** Director of Professional Learning	Some Progress	Moderate Progress	Considerable	Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide district support to mentors and new teachers through full-day district pull-outs in the fall and spring. **Strategy's Expected Result/Impact:** Reduce teacher turnover rate. Build leadership capacity in mentors and professional capacity in new teachers. Checkpoint: Surveys from pull-out days and End-of-Year Survey from mentors and new teachers. **Monitor:** Director of Professional Learning **Problem Statements:** Demographics 1 - District Processes & Programs 3 **Funding Sources:** Substitutes - 255 Title II - $15,000	Some Progress	Considerable	Considerable	Continue/ Modify

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide support to new teachers through a 0-2 Year Collaborative that meets throughout the year. **Strategy's Expected Result/Impact:** Reduce teacher turnover rate. Develop social-emotional and instructional capacity in new teachers. Checkpoint: Feedback from first fall meeting. **Monitor:** Director of Professional Learning **Problem Statements:** Demographics 1 - District Processes & Programs 3	Some Progress	Moderate Progress	Considerable	Continue/ Modify

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

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

Strategy 6 Details	Reviews			
	Formative			Summative
Strategy 6: Provide leadership opportunities and training for new hires and returning teachers who aspire to grow within the industry **Strategy's Expected Result/Impact:** Increased opportunity for teachers to participate in leadership trainings Checkpoint: Department Lead & Grade Level Lead collaboration and training time AP Academy Prof. Learning conferences for current principals **Monitor:** Assistant Superintendent of Administrative Services Assistant Superintendent of Learning and Leadership Services	Nov	Jan	Mar	June
	Some Progress	Some Progress	Moderate Progress	Continue/ Modify

Strategy 7 Details	Reviews			
	Formative			Summative
Strategy 7: Provide leadership training to all campus principals in the area of proper documentation and accountability. **Strategy's Expected Result/Impact:** All campus principals will be able to appropriately **Monitor:** Assistant Superintendent of Administrative Services **Problem Statements:** District Processes & Programs 4 **Funding Sources:** Registration - Documentation Training - 255 Title II - $8,500	Nov	Jan	Mar	June
	Accomplished	Accomplished	Accomplished	Accomplished

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Staff turnover rate continues to be higher than the state average. **Root Cause**: Seguin ISD competes with higher-paying, higher-density districts nearby that attract young teachers away.

District Processes & Programs
Problem Statement 3: There is a high rate of teacher turnover in the district.
Problem Statement 4: The district needs a strong focus on professional learning. **Root Cause**: The district did not have the proper organizational structure to identify and support instructional initiatives.

State Compensatory

Personnel for District Improvement Plan

Name	Position	Program	FTE
Borden, Cynthia	Director of Accountability	SCE	.6
Carter, Elisa	Math Coordinator	SCE	1.0
Conlin, Amelia	Teacher (JDC)	SCE	1.0
Ehring, Cynthia	Coordinator	SCE	.75
Gonzales, Armando	Coordinator, Student Support Services	SCE	.75
Kortz, Kathy	Secretary to Director of Accountability	SCE	.6
Legore, Kirsten	Exec Director, Student Support Services	SCE	.75
Martinez, Sara	Coordinator, Student Support Services	SCE	.9
Schnautz, John	Teacher (JDC)	SCE	1.0
Vella, Nilda	Science Coordinator	SCE	.5

Title I Personnel

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

Spring 2019 CNA - Processes & Programs

Committee Role	Name	Position
Business Representative	Elaine Bennett	GRMC - business member
Classroom Teacher	Diana Weber	SHS - Teacher
Classroom Teacher	Tyler Newlin	SHS - Teacher
District-level Professional	Danica Murillo	Central Office - Director of Prof. Learning
Classroom Teacher	Robert Kibbe	AJB - Teacher
Classroom Teacher	Mary Grise	Rodriguez - Teacher
District-level Professional	Halcy Dean	Central Office - SpEd Director
District-level Professional	Rebecca Bloxham	Central Office - SpEd Coord.
District-level Professional	Mark Cantu	Team Lead

Spring 2019 - Perceptions

Committee Role	Name	Position
Non-classroom Professional	Janet Wolber	Vogel - Librarian
Administrator	Jay Law	MBLC - Principal
Classroom Teacher	Kassie Hickey	McQueeney - Teacher
Classroom Teacher	Christa Green	Ball - Teacher
Administrator	Vanessa Gibson-Chapa	Barnes - Asst. Princ.
Classroom Teacher	Yvonne Gandt	Burges - Teacher
District-level Professional	James Diaz	Central Office - SS Coord.
Classroom Teacher	Jessica Castro	Koennecke - Teacher
District-level Professional	Jason Schmidt	Team Lead

Student Achievement

Committee Role	Name	Position
Classroom Teacher	Martha Ragsdale	Teacher MBLC
Classroom Teacher	Megan Dodd	Teacher Math/Algebra Barnes
Parent	Lisa Burns	Parent
Classroom Teacher	Jeanene Nickerson	Teacher Ball
Non-classroom Professional	James Diaz	Dean of Instruction
Classroom Teacher	Katie Darst	Teacher 2nd Rodriguez
District-level Professional	Nilda Vella	Science & Special Services Coord.
Classroom Teacher	Meaghan Tawil	Instruc. Coach Jefferson
Classroom Teacher	Kimberly Grudzieski	Teacher 4th Jefferson
District-level Professional	Allison Higginbotham	Elementary Coord.
District-level Professional	Venus Valenta	Director of Elementary & Multilingual Educ.

Processes & Programs

Committee Role	Name	Position
Community Representative	Cindy Rabon	Community
District-level Professional	Allison Pape	Dir. of Secondary Educatio & Advanced Academics
District-level Professional	Andrea Jaramillo	District ELA Coord.
Administrator	Wade Cherry	Principal - Burges
District-level Professional	Danica Murillo	Director of Professional Learning
Business Representative	Elaine Bennett	Hospital Rep
Classroom Teacher	David Wells	Teacher - Kinder Weinert
Classroom Teacher	Patricia Bischoff	Teacher 5th Koennecke
Classroom Teacher	Valerie McKinney	Teacher SpEd Vogel
District-level Professional	Halcy Dean	Director of Matadors Special Services

Spring 2019 CNA - Student Achievement

Committee Role	Name	Position
Non-classroom Professional	Meaghan Tawil	Jefferson - Inst. Coach
Classroom Teacher	Martha Ragsdale	MBLC - Teacher
Classroom Teacher	Tracy Post	McQueeney - Teacher
Classroom Teacher	Narda Martinez	Rodriguez - Teacher
Classroom Teacher	Kimberly Grudzieski	Jefferson - Teacher
Administrator	Michael Garza	Barnes - Principal
Classroom Teacher	Jason Cunningham	Vogel - Teacher
Classroom Teacher	Gloria Adame	Koennecke - Teacher
District-level Professional	Venus Valenta	Team Co-Lead
District-level Professional	Allison Pape	Team Co-Lead

Spring 2019 CNA - Demographics

Committee Role	Name	Position
District-level Professional	Allison Willemin	Central Office - ELA Coord.
Classroom Teacher	Mimi Singleton	Patlan - Teacher
Classroom Teacher	Vicki Munie	SHS - teacher
Classroom Teacher	Ree Mawande	Weinert - Teacher
Administrator	Linda Guzman	Patlan - Principal
Classroom Teacher	Tammy Bennett	Ball - Teacher
Classroom Teacher	Mary Arnold	AJB - Teacher
Classroom Teacher	Vanessa Amador	Teacher - Weinert
District-level Professional	Cynthia Borden	Committee Lead

Perceptions

Committee Role	Name	Position
District-level Professional	Sean Hoffmann	Public Information Officer
Non-classroom Professional	Michael Garza	Principal - Barnes
Classroom Teacher	Emily Burttschell	Teacher SHS
Classroom Teacher	Yvonne Gandt	Teacher Math Burges
Classroom Teacher	Mary Arnold	Teacher RLA-AJB
District-level Professional	Jonathan Flores	Bil/ESL Coord.
Non-classroom Professional	Janet Wolber	Librarian Vogel
Classroom Teacher	Jessica Kirksey	Teacher - PE Patlan
District-level Professional	Jason Schmidt	Asst Sup of Learning & Leadership

Demographics

Committee Role	Name	Position
Classroom Teacher	Leonard Molina	Teacher-8th Math AJB
Classroom Teacher	Cathy Mladenka	ESOL-AJB
Classroom Teacher	Laura Reavis	Teacher - 4th grd math
Non-classroom Professional	Blakeley Smith	Librarian-
Classroom Teacher	Tracy Post	Teacher -5th Math McQueeney
District-level Professional	Elisa Carter	District Math Coordinator
District-level Professional	Cynthia Borden	Director of State & Federal Accountability

District Education Improvement Committee

Committee Role	Name	Position
Business Representative	Elaine Bennett	Business Rep - GRMC
District-level Professional	Rebecca Bloxham	Coord - Central Office
District-level Professional	Allison Willemin	Coord - Central Office
District-level Professional	James Diaz	Coord - Central Office
District-level Professional	Danica Murillo	Dir. of Prof. Learning - Central Office
District-level Professional	Mark Cantu	Exec Dir of School Improv. - Central Office
Classroom Teacher	Yvonne Gandt	Teacher - Burges
Classroom Teacher	Martha Ragsdale	Teacher - MBLC
Classroom Teacher	Vickie Munie	SpEd Teacher - SHS
Classroom Teacher	Diana Weber	Teacher - SHS
Classroom Teacher	Tyler Newlin	Teacher - SHS
Classroom Teacher	Robert Kibbe	TECH Apps - Briese
Classroom Teacher	Mary Arnold	Teacher - Briese
Administrator	Vanessa Gibson	Asst Principal - Barnes
Administrator	Michael Garza	Principal - Barnes
Non-classroom Professional	Ree Mawande	SpEd
Classroom Teacher	Vanessa Amador	Teacher - Weinert
Classroom Teacher	Erica Villarreal	Teacher - Vogel
Non-classroom Professional	Janet Wolber	Librarian - Vogel
Classroom Teacher	Mary Grise	Teacher - Rodriguez
Classroom Teacher	Narda Martinez-Saenz	Teacher - Rodriguez
Administrator	Linda Guzman	Principal - Patlan
Classroom Teacher	Kassie Hickey	Teacher - McQueeney
Classroom Teacher	Gloria Adame	Teacher - Koennecke
Classroom Teacher	Jessica Castro	Teacher - Koennecke
Non-classroom Professional	Meaghan Tawil	Instructional Coach - Jefferson
Classroom Teacher	Kimberly Grudzieski	Teacher - Jefferson

Committee Role	Name	Position
Classroom Teacher	Tammy Bennett	PK Teacher - Ball
Classroom Teacher	Christa Greene	PreK Teacher, Ball
District-level Professional	Allison Pape	Director of Secondary and Advanced Academics
Classroom Teacher	Tracy Post	Teacher, McQueeney Grade 5
District-level Professional	Venus Valenta	Director of Elementary and Multilingual Education
District-level Professional	Halcy Dean	Director of Special Education
District-level Professional	Jason Schmidt	Assistant Superintendent of Learning & Leadership Services
District-level Professional	Cynthia Borden	Director of Federal & State Accountability

District Funding Summary

199-General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	10	personnel		$200,000.00
1	1	11	FTEs		$0.00
1	1	13	4 FTEs		$80,000.00
1	1	15			$175,000.00
				Sub-Total	$455,000.00
				Budgeted Fund Source Amount	$500,000.00
				+/- Difference	$45,000.00

199 PIC 21 GT					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	12	Elementary GT Facilitators (3.5 FTEs)		$0.00
1	1	12	GT Assessments		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$242,265.00
				+/- Difference	$242,265.00

199 PIC 22 CTE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,458,572.00
				+/- Difference	$1,458,572.00

199 PIC 23 SpEd					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$4,877,204.00
				+/- Difference	$4,877,204.00

199 PIC 24 SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,202,644.00
				+/- Difference	$3,202,644.00

199 PIC 25 Bil					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$347,669.00
				+/- Difference	$347,669.00

199 PIC 31 HS Almt					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$258,217.00
				+/- Difference	$258,217.00

211 Title I A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	PLC, RtI registration, travel expenses		$50,000.00
1	1	9	tutors		$10,000.00
1	1	10	personnel		$50,000.00
1	1	11	FTEs, Contracted services, conference registrations		$67,500.00
1	1	13	8 FTEs - Bilingual aides		$180,000.00
1	1	15	Summer School teachers and administrators, supplies		$35,000.00
1	3	1	FTE		$42,000.00
1	3	2	transportation		$1,000.00
				Sub-Total	$435,500.00
				Budgeted Fund Source Amount	$474,700.00
				+/- Difference	$39,200.00

212 Title I C					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	8			$30,000.00
1	3	9			$500.00
1	3	10			$5,000.00
1	3	11			$1,000.00
1	3	12	Tutors		$4,000.00
1	3	14	Clothing, School Supplies		$7,000.00
2	1	3	Fliers, stamps, light refreshments		$500.00
				Sub-Total	$48,000.00
				Budgeted Fund Source Amount	$50,376.00
				+/- Difference	$2,376.00

288 Title I D					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	26	FTE, stipend, computers, supplies		$80,000.00
				Sub-Total	$80,000.00
				Budgeted Fund Source Amount	$85,771.00
				+/- Difference	$5,771.00

224 Federal SpEd					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Level of Support Model, Case Manager Notebook, ESC 13 support		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,457,464.00
				+/- Difference	$1,457,464.00

225 Federal SpEd					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$29,232.00
				+/- Difference	$29,232.00

244 CTE Perkins					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	18			$0.00
1	1	19			$0.00
1	2	1			$0.00
1	2	2			$0.00
2	3	2			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$86,203.00
				+/- Difference	$86,203.00

255 Title II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	7	6 FTEs		$120,000.00
1	1	7	Trailblazer/IC stipends		$45,000.00
1	1	8	PLC registration, travel expenses		$8,500.00
1	1	9	Professional development registration		$10,000.00
1	1	10	personnel - coordinators, school improvement officer		$45,000.00
3	1	2	Substitutes		$15,000.00
3	1	7	Registration - Documentation Training		$8,500.00
				Sub-Total	$252,000.00
				Budgeted Fund Source Amount	$226,343.00
				+/- Difference	-$25,657.00

263 Title III A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	13	9 FTEs - BE aides, 1 ESL aide		$55,000.00
1	1	21	ESL-fees certification test reimbursement		$4,500.00
1	1	21	Professional learning in Sheltered Instruction, ESL Academy		$7,000.00
1	1	22	Registration and transportation to IDRA conference in April 2019		$500.00
				Sub-Total	$67,000.00
				Budgeted Fund Source Amount	$71,422.00
				+/- Difference	$4,422.00

694 Technology Bond					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$450,000.00
				+/- Difference	$450,000.00

206 - TEHCY (Homeless)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	3	clothing, hygiene, supplies		$12,450.00
1	3	5	Grant-Homeless		$8,987.00
1	3	7	Grant-Homeless		$0.00
1	3	13	Grant Homeless 2400.00		$500.00
				Sub-Total	$21,937.00
				Budgeted Fund Source Amount	$18,000.00
				+/- Difference	-$3,937.00

211 Title I - Parental Involvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	FTE		$6,600.00
2	1	2	Professional Development		$100.00
				Sub-Total	$6,700.00
				Budgeted Fund Source Amount	$6,600.00
				+/- Difference	-$100.00

289 Title IV					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	9	Safety training registration		$5,000.00
1	3	17	contracted services with Communities in Schools		$25,000.00
1	3	20	Transportation funding	289.11.00.XXX.9.24.000.6494	$8,500.00
1	3	20	Sponsor Stipends	289.13.00.xxx.9.24.000.6118	$3,500.00
1	3	27			$0.00
1	3	28	Bicycles, related equipment, curriculum and training		$15,000.00
1	3	30			$0.00
1	3	31	MATS Retreat expenses		$4,700.00

289 Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Sub-Total	$61,700.00
				Budgeted Fund Source Amount	$112,545.00
				+/- Difference	$50,845.00

Truancy Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	21			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$133,000.00
				+/- Difference	$133,000.00
				Grand Total Budgeted	$14,088,227.00
				Grand Total Spent	$1,427,837.00
				+/- Difference	$12,660,390.00

Addendums

School District: Seguin ISD	Filled Out By: Teresa Cuevas
Region: 13	Date: 08-09-2018 revised

Priority for Service (PFS) Action Plan

School Year: 2018-2019

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 Pan 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).*

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

Required Strategies	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.	Fall 2016 Spring 2017	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, Young Leaders Conference-St. Philips College, Project Pathway-ESC 13, and Close-Up Foundation-Washington DC Trip.	September-June	Migrant Coordinator	• Agenda • Sign In Sheets • Registration Forms when applicable

CBerden — **LEA Signature**

9-17-18 — **Date Completed**

ESC Signature

9-18-18 — **Date Received**