

**Seguin Independent School District**  
**Weinert Elementary School**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

To empower, foster, and inspire students to reach their full potential

## Vision

Passionate family of thinkers, doers, and leaders

## Value Statement

We believe Weinert Elementary is at its best when:

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

2021-2022 Demographic Data

#### Enrollment by Race/Ethnicity

- Hispanic 60.1%
- White 31%
- African American 5.6%
- Asian 0.9 %
- Two or more races 2.2%

#### Enrollment By Student Group

- Economically Disadvantaged 66.4%
- English Learners 2.9 %
- Special Education 15.2%

Attendance Rates 93.59%.

### Demographics Strengths

Above the district average in 21 STAAR Performance Rates at approaches, meets and masters for Economic Disadvantaged, Hispanic, and White (G3 Math & Reading, G4 Math & Reading, G5 Reading & Science).

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Traditional instruction was affected as a result of some students being remote for some or all of the 2020-21 school year. **Root Cause:** Covid-19 Pandemic

**Problem Statement 2:** White students are scoring better than Hispanic students in all areas of STAAR. **Root Cause:** There is a lack of high yield strategies and multiple ways to process information.

**Problem Statement 3:** Attendance rates were lower than the campus goal for 2020-21 school year. **Root Cause:** Knowledge of the importance of daily attendance and fear of COVID-19.

# Student Learning

## Student Learning Summary

### Istation Data

2020-2021 SISD goal was 74%

District Kinder Oct. 41% - May 46% - 5% gain

### **Weinert Kinder Oct. 39% - May 49% - 10% gain**

1st Grade District Oct. 36% - May 38% - 2% gain

**Weinert 1st Oct. 50% - May 55% - 5% gain**

2nd Grade District Oct. 41% - May 47% - 6% gain

**Weinert 2nd Oct. 52% - May 56% - 4% gain**

### 2021-2022 BOY Data

5th Grade Math- 48% Approach, 24% Meets, 17% Masters

5th Grade Reading- 44% Approach, 26% Meets, 16% Masters

4th Grade Math- 51% Approach, 12% Meets, 6% Masters

### Student Learning Strengths

- We are above the district average for students who are performing at grade level on iStation May 2021.
- We are above the district average in STAAR Performance Rates at approaches, meets and masters for each grade level and content tested.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Traditional instruction was affected as a result of some students being remote for some or all of the 2020-21 school year. **Root Cause:** Covid-19 Pandemic

**Problem Statement 2 (Prioritized):** Only 49% of Students in fourth grade passed the 2021 Writing STAAR. **Root Cause:** Lack of a focus on writing across all grade levels.

**Problem Statement 3 (Prioritized):** Student performance in math dropped from 80% 2019 STAAR to 69% 2021 STAAR. **Root Cause:** Math lacks the support for early intervention and foundational math resources.

**Problem Statement 4:** White students are scoring better than Hispanic students in all areas of STAAR. **Root Cause:** There is a lack of high yield strategies and multiple ways to process information.

**Problem Statement 5:** K-2 students are lacking foundational skills **Root Cause:** Multiple phonics foundation programs have been used over the years.

**Problem Statement 6:** Attendance rates were lower than the campus goal for 2020-21 school year. **Root Cause:** Knowledge of the importance of daily attendance and fear of COVID-19.

**Problem Statement 7 (Prioritized):** Student performance on 21 Science BOY 30% approaches, 6% meets, 2% masters. **Root Cause:** Lack of Science Foundational Skills (K-4)

**Problem Statement 8 (Prioritized):** More direct, specific instruction needed at Guided Table **Root Cause:** Lack of modeling during small group

## School Processes & Programs

### School Processes & Programs Summary

Weinert has implemented PLCs on a weekly basis for all grade levels. Grade levels are clustered in PLCs to promote vertical alignment. We have built in a 45 minute intervention block for all students for targeted instruction. While teachers are at PLCs, students participate in health, technology, guidance lessons, and an additional 30 minutes/week intervention/enrichment. For students who need enrichment, support staff will pull students during 45 minute intervention block.

Weinert follows the SISD Planning Protocol and YAG. There is accountability through PLCs and data analysis teams. There are also weekly check-ins with SISD personnel on continuous improvement.

For teacher retention, we are pairing new teachers with mentors. The district provided training and support for both mentor and new teachers. We are also supporting new teachers by providing observation/feedback sessions with their peers.

Weinert is self-contained K-3 and departmentalized 4-5.

Weinert is in the process of defining and refining the RtI process on campus. RtI committees meet on a monthly basis following district and/or unit assessments to review data and determine interventions for students.

Guiding Coalition, AVID, SEL/PBIS and Faculty Advisory Committee will meet on a monthly basis. SST meets weekly for a focused discussion & intervention planning on students identified as needing additional behavioral support.

We also have bi-weekly faculty meetings where we discuss instruction strategies provided by AVID, Guiding Coalition, or Academic Dean.

### School Processes & Programs Strengths

- Time for PLCs is built into master schedule.
- Grade level PLCs have 65 minutes per week to meet in addition to their conference period.
- Grade levels are clustered for PLCs (K-1, 2-3, 4-5) to promote vertical alignment.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** We have new teachers who need to acclimate to PLC collaborative process. **Root Cause:** Teacher turnover due to relocation, campus transfer and staying at home with family.



# Perceptions

## Perceptions Summary

We promote an inviting and positive environment for all students and their parents. We have active members in our Parent Teacher Council. We provide opportunities for parents to be involved in their student's learning such as parent nights (Science Night, Fall Carnival, Science Workshop, Reading Nights, & Reading/Math Strategy Sharing). Parents also have another opportunity to voice their concerns and provide their input at Coffee with the Principal. Monthly Coffee Talks also include topics with information on Title I, math strategies, reading strategies, activities in Specials, after-school options, parenting tips, STAAR information and summer activities. The school and teachers communicate through various social media apps such as Facebook & Twitter. Teachers primary methods of contact with parents include phone, email, and Seesaw. We value student success. Through the implementation of PLCs, teachers are able to work together to plan vertically and horizontally. We also provide opportunities for students to participate in after school activities such as Destination Imagination and UIL. We also offer ACE afterschool which includes small group tutoring/intervention, enrichment, and various clubs.

## Perceptions Strengths

The staff rated their connections at 94% favorable on the EOY Panorama Survey.

Weinert rated higher than the district average for favorable school climate on the EOY Panorama Survey. Weinert 54% favorable, SISD 46% favorable.

Students rated Supportive Relationships at 86% favorable on the EOY Panorama Survey. This measures how supported students feel through their relationships with friends, family, and adults at school.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Restrictions on visitors and volunteers allowed on campus **Root Cause:** Covid 19 Pandemic

**Problem Statement 2 (Prioritized):** Parents need current pedagogical strategies to support student learning outside of school. **Root Cause:** Current instructional practices are different from the way parents learned in the past.

# Priority Problem Statements

**Problem Statement 5:** Traditional instruction was affected as a result of some students being remote for some or all of the 2020-21 school year.

**Root Cause 5:** Covid-19 Pandemic

**Problem Statement 5 Areas:** Demographics - Student Learning

**Problem Statement 4:** We have new teachers who need to acclimate to PLC collaborative process.

**Root Cause 4:** Teacher turnover due to relocation, campus transfer and staying at home with family.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 7:** Restrictions on visitors and volunteers allowed on campus

**Root Cause 7:** Covid 19 Pandemic

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 2:** Only 49% of Students in fourth grade passed the 2021 Writing STAAR.

**Root Cause 2:** Lack of a focus on writing across all grade levels.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 8:** Parents need current pedagogical strategies to support student learning outside of school.

**Root Cause 8:** Current instructional practices are different from the way parents learned in the past.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 1:** Student performance in math dropped from 80% 2019 STAAR to 69% 2021 STAAR.

**Root Cause 1:** Math lacks the support for early intervention and foundational math resources.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 3:** Student performance on 21 Science BOY 30% approaches, 6% meets, 2% masters.

**Root Cause 3:** Lack of Science Foundational Skills (K-4)

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 6:** More direct, specific instruction needed at Guided Table

**Root Cause 6:** Lack of modeling during small group

**Problem Statement 6 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**





- District goals
- Campus goals
- State and federal planning requirements
- Covid-19 Factors and/or waivers









# Goals







**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, Weinert will make gains in overall STAAR performance.

**Evaluation Data Sources:** Campus Data, Benchmarks, STAAR scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue the PLC process, which is built into the master schedule, following a rotation of looking at content and data.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will grow in their craft, and improve their instruction. By November, PLC will have met multiple times.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Campus Lead teachers.</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Designated intervention block (45 minutes) to focus on targeted instruction is built in to the master schedule.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will improve and grow on campus, district and state assessments throughout they year.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> AVID Committee will introduce a monthly strategy with entire staff to enhance instruction.  <b>Strategy's Expected Result/Impact:</b> Campus will learn a variety of AVID strategies to support instruction. By November, Two strategies will be used campus-wide.  <b>Staff Responsible for Monitoring:</b> AVID Committee, Admin.</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Academic Dean and Title I aide will support instruction in the classroom through intervention, PLCs, coaching, and job embedded PL.  <b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Funding Sources:</b> FTEs - 211 Title I - 211.XX.00.105.0.24.000.61X9 - \$0, FTEs - 211.XX.00.105.1.24.000.6119 - \$0</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Utilize STEMscopes for 3-5 grade science  <b>Strategy's Expected Result/Impact:</b> Alignment across 3-5 science and increase opportunities for hands-on science experiences.  <b>Staff Responsible for Monitoring:</b> Admin., 5th Grade Science</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4 - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 7  <b>Funding Sources:</b> STEMscopes basic science equipment grades 3-5 - 211 Title I - 211.11.00.105.2.24.000.6399 - \$5,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Teachers will attend the AVID Summer Institute.  <b>Strategy's Expected Result/Impact:</b> Teachers will continue to build our AVID strategies campus wide by continuing to provide monthly PD.  <b>Staff Responsible for Monitoring:</b> Admin, AVID Team</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction  <b>Funding Sources:</b> AVID Summer Institute Registration - 211 Title I - 211.13.00.105.2.24.000.6299 - \$5,100</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Utilize Picture- Perfect Science Assembled Book Collection <b>Strategy's Expected Result/Impact:</b> Provide support to ELAR through science content <b>Staff Responsible for Monitoring:</b> Science Teachers, Admin.  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4 - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 7 <b>Funding Sources:</b> Assembled Book Collection - 211 Title I - 211.11.00.105.2.24.000.6399 - \$470	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Purchase Education Galaxy school license <b>Strategy's Expected Result/Impact:</b> Increased Student Achievement <b>Staff Responsible for Monitoring:</b> Admin.  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4 - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum <b>Problem Statements:</b> Student Learning 2, 3, 7 <b>Funding Sources:</b> Education Galaxy school license - 211 Title I - 211.11.00.105.2.24.000.6399 - \$4,750	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Attend RTI at work Virtual Training <b>Strategy's Expected Result/Impact:</b> Increase our campuses Knowledge of the RTI Process <b>Staff Responsible for Monitoring:</b> Admin.  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Registration - 211 Title I - 211.13.00.105.2.24.000.6299 - \$4,134, Registration Admin - 211 Title I - 211.23.00.105.2.24.000.6299 - \$1,000	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Purchase lead4ward lessons for grades 3-5 <b>Strategy's Expected Result/Impact:</b> Increase performance in math for grades 3-5 <b>Staff Responsible for Monitoring:</b> admin	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

G3-5 math teachers

**Schoolwide and Targeted Assisted Title I Elements:** 2.4

**Problem Statements:** Student Learning 3

**Funding Sources:** Campus license for G3-5 math lessons - 211 Title I - 211.11.00.105.2.24.000.6399 - \$2,700



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 1 Problem Statements:

#### Student Learning

**Problem Statement 2:** Only 49% of Students in fourth grade passed the 2021 Writing STAAR. **Root Cause:** Lack of a focus on writing across all grade levels.








**Problem Statement 3:** Student performance in math dropped from 80% 2019 STAAR to 69% 2021 STAAR. **Root Cause:** Math lacks the support for early intervention and foundational math resources.

**Problem Statement 7:** Student performance on 21 Science BOY 30% approaches, 6% meets, 2% masters. **Root Cause:** Lack of Science Foundational Skills (K-4)

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

**Performance Objective 2:** CLOSING THE GAPS: Weinert will increase the targets met in academic growth within the Closing the Gap domain from 8% to 50%.

**Evaluation Data Sources:** Campus Data, Benchmarks, STAAR Scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Purchase Math manipulatives for 4-5 grades</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to use manipulatives to have tactile and visual exposure to Math</p> <p><b>Staff Responsible for Monitoring:</b> CIS, Teacher, Admin.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p> <p><b>Funding Sources:</b> Manipulatives - 211 Title I - 211.11.00.105.2.24.000.6399 - \$1,495</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 3:</b> Student performance in math dropped from 80% 2019 STAAR to 69% 2021 STAAR. <b>Root Cause:</b> Math lacks the support for early intervention and foundational math resources.</p>



**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, Weinert Elementary will reflect a 10% increase in score from the Panorama BOY to EOY student surveys.








**Evaluation Data Sources:** Student attendance, discipline referrals, climate surveys, employee attendance









Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Wave pool/Splash pad field trips will be an end of the the year attendance incentive for students who have less than 5 absences.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase overall yearly attendance rate.</p> <p><b>Staff Responsible for Monitoring:</b> Admin., Attendance Clerk</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The grade level with the highest attendance rate will be given a treat at the end of the week.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved attendance rate.</p> <p><b>Staff Responsible for Monitoring:</b> Admin. Attendance Clerk</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 2nd Grade attend RAD kids.</p> <p><b>Strategy's Expected Result/Impact:</b> To decrease bullying and victimization. Empower student to reduce aggression defensively.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, PE staff, Children Advocacy Center Rep. &amp; Sheriff's Office</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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:** Performance Objective :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:** Attendance in person or virtual

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Weinert Coffee Talks will be held on a monthly basis.  <b>Strategy's Expected Result/Impact:</b> Open communication between parents and campus.  <b>Staff Responsible for Monitoring:</b> Admin.</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 3.1 - <b>ESF Levers:</b> Lever 3: Positive School Culture  <b>Problem Statements:</b> Perceptions 2  <b>Funding Sources:</b> Light refreshments - 211 Title I Parental Involvement - 211.61.00.105.2.24.000.6499 - \$350</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Parents and Weinert Staff will attend a Family engagement conference in December.  <b>Strategy's Expected Result/Impact:</b> Collaboration between parents and staff will be strengthened.  <b>Staff Responsible for Monitoring:</b> Admin,</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture  <b>Problem Statements:</b> Perceptions 2  <b>Funding Sources:</b> registration fees - 211 Title I Parental Involvement - 211.61.00.105.2.24.000.6299 - \$500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campus will host a Parent help night to support academics.  <b>Strategy's Expected Result/Impact:</b> Parents will be provided tips to parents on how to help their children in Math, Reading, and Science.  <b>Staff Responsible for Monitoring:</b> Admin., Teachers, and CIS</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture  <b>Funding Sources:</b> Supplies for Parent Academic Night - 211 Title I Parental Involvement - 211.61.00.105.2.24.000.6118 - \$450</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Translate our CIP plan. <b>Strategy's Expected Result/Impact:</b> Parent of on non- English speakers will be able to read the CIP. <b>Staff Responsible for Monitoring:</b> Admin.  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Host fine arts events in fall and spring. <b>Strategy's Expected Result/Impact:</b> Increase parental engagement. <b>Staff Responsible for Monitoring:</b> Admin  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 3.1 - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Light Refreshments - 211 Title I Parental Involvement - 211.61.00.105.2.24.000.6399 - \$400	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				







**Performance Objective 1 Problem Statements:**

Perceptions
<b>Problem Statement 2:</b> Parents need current pedagogical strategies to support student learning outside of school. <b>Root Cause:</b> Current instructional practices are different from the way parents learned in the past.

**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:** Weinert will increase the number of Facebook followers from 594 to 700 and the number of Twitter followers from 360 to 500.







**Evaluation Data Sources:** Weinert Facebook and Weinert Twitter followers

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Promote our Facebook and Twitter page throughout the school.</p> <p><b>Strategy's Expected Result/Impact:</b> Promote school functions, increase positive social media posts, and celebrated successes community-wide.</p> <p><b>Staff Responsible for Monitoring:</b> Admin., Pena and Castro.</p> <p><b>Schoolwide and Targeted Assisted Title I Elements: 2.5 - ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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:** Weinert will increase the number of business and community partnerships through active participation in community-based opportunities and events.







**Evaluation Data Sources:** Participation in campus events and career day

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Weinert will seek out businesses to partner with for campus events and career day.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved involvement with community and student awareness of post-secondary opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Admin and counselor</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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: Weinert will achieve a teacher turnover rate of less than 10%.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create a Faculty Advisory Committee to ask questions, bring suggestions and express concerns to the Admin.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase an open line of communication.</p> <p><b>Staff Responsible for Monitoring:</b> Admin., Members of the Faculty Advisory Committee.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> A Guiding Coalition member was chosen from each grade level team.</p> <p><b>Strategy's Expected Result/Impact:</b> The Guiding Coalition increase teacher leadership capacity.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, CIS, Guiding Coalition</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Attend District's Job Fair</p> <p><b>Strategy's Expected Result/Impact:</b> Hire highly qualified individuals</p> <p><b>Staff Responsible for Monitoring:</b> Admin,</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide opportunities for Observation and Feedback days for new teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhance and grow our first year teachers by providing time for mentors to observe mentees to provide feedback.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team and Mentors.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Substitutes - 211 Title I - 211.11.00.105.2.24.000.6112 - \$400</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> We have new teachers who need to acclimate to PLC collaborative process. <b>Root Cause:</b> Teacher turnover due to relocation, campus transfer and staying at home with family.</p>

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Susan Presley	Title 1 Aide	Title 1	1
Trisha Eckols	Campus Instructional Specialist	Title 1	.7