

**Seguin Independent School District**  
**A.J. Briesemeister Middle School**  
**2017-2018 Campus Improvement Plan**



# Mission Statement

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

# Vision

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

# Value Statement

**We believe Seguin ISD is at its best when:**

All students are successful

All students are prepared for life after graduation

All schools provide a caring and safe environment

All students and staff feel valued

Parents, staff, and community are committed to student success

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Achievement .....	5
School Culture and Climate .....	6
Staff Quality, Recruitment, and Retention .....	7
Comprehensive Needs Assessment Data Documentation .....	8
Goals .....	11
Goal 1: STUDENT ACHIEVEMENT: Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates technology to foster student success in college and/or careers. ....	11
Goal 2: A SAFE & NURTURING ENVIRONMENT: Create a safe, nurturing, positive, and secure learning environment for students and staff. ...	19
Goal 3: FAMILY & COMMUNITY ENGAGEMENT: Promote the Seguin ISD vision, mission, and goals while building strong family and community partnerships for our district and schools. ....	22
Goal 4: OPERATIONAL EFFECTIVENESS & EFFICIENCY: Ensure that the district makes fiscally sound decisions that support student achievement and maintains a strong financial position. ....	24
Goal 5: HUMAN RESOURCES: Build a highly effective workforce through strategic recruitment, professional development, mentoring and organizational support to retain effective teachers, principals and other instructional staff. ....	25
System Safeguard Strategies .....	29
2017-18 Site Based Decision Making Team .....	30

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

A.J. Briesemeister Middle School's 2016-2017 student enrollment is 858 students in 6th, 7th, and 8th grades.

Ethnic distribution:

- Hispanic - 71.2%%
- White - 21.9%
- African American - 5.4%
- Other - 1.4%

74% of Briesemeister students are economically disadvantaged.

62% of all students are considered to be at risk.

## **Student Achievement**

### **Student Achievement Summary**

The A.J. Briesemesiter campus MET STANDARDS for the 2016-2017 school year.

Index I Student Achievement: 62

- Reading: 65%
- Mathematics 68% (Alg EOC): 100%
- Writing: 62%
- Science: 48%
- Social Studies: 51%

Index II Student Progress: 35

- Reading: 55% met or exceeded progress
- Mathematics\*: 64% met or exceeded progress

Index III Closing the Gap: 29

Index IV Postsecondary Readiness: 26

### **Student Achievement Strengths**

93% of students enrolled in Algebra passed the Algebra EOC.

## **School Culture and Climate**

### **School Culture and Climate Summary**

Overall quality of campus climate and culture is 84% with a rating of excellent or good.

A large majority of the staff agree with the following statement:

### **School Culture and Climate Strengths**

The staff feel supported by administrators.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

The A.J. Briesemeister staff retention rate for 2014-2015 was 92%.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- PBMAS data
- Annual Measurable Achievement Objectives (AMAO) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data



- Student failure and/or retention rates
- Observation Survey results

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

# Goals

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

**Performance Objective 1: TEACHING AND LEARNING** - By focusing on curriculum alignment, instructional practices, and support for special programs and sub-populations, Briesemeister Middle School will show an increase in student achievement and closing the gap domains.







**Evaluation Data Source(s) 1:** Lesson plans, local assessments, program enrollment, universal screener data, literacy reading levels, previous year's accountability report, special program evaluations

## Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>1) Continue to utilize TEKS Resource System documents (YAG, IFD, VAD) to provide standards-based instruction in all core classrooms.</p>	Administrators, Instructional Coach, Trailblazers, Teachers	Lesson and instructional alignment; improvement in assessment results				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>2) Utilize Seguin ISD Backward-design Planning Protocol Process during common planning time led by Instructional Coaches and Trailblazers.</p>	Administrators, Instructional Coach, Trailblazers, Teachers	Lesson and instructional alignment; improvement in assessment data; proper pacing of instruction				
<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>3) Integrate Professional Learning Communities that are data-driven and will steer effective instructional practices to support deficits across sub-groups.</p>	Administrators, Instructional Coach, Trailblazers	Collaborative learning groups; focused intervention planning; targeted intervention groups				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>4) Continue use of Math and Reading Universal Screeners for 6th-8th grade students</p>	Instructional Coach, Trailblazers, Teachers	Monitor and assess student learning in order to readjust targeted intervention groups				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>5) The campus will utilize the 5E model, Common Instructional Framework, and Fundamental Five to provide consistent, research-based instructional practices for all teachers.</p>	Administrators, Instructional Coach, Trailblazer, Teachers	Increase student engagement; improvement in assessment data				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>6) Instructional coach and Trailblazers will provide job-embedded professional development for 6th - 8th grade teachers through common planning, co-teaching, model lessons and PLCs.</p>	Instructional coach, Trailblazers	Increased proficiency through T-TESS observations				
<p>7) Continue to provide Science Fair as an extension opportunity for students to build a rigorous science foundation.</p>	Sarah Kennedy (Science Trailblazer) and all grade level Science teachers	Science Fair winners in each category announced; Science Fair night				
<p align="center"><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>8) Provide on-going professional learning and differentiated instruction strategies to support instructional practices in ELAR classrooms.</p>	Administrators, Campus Instructional Coach, ELA Trailblazer	Blended learning in the ELA classes with more writing being incorporated into core classes.				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>9) Provide a dyslexia interventionist to assess students for dyslexic tendencies and deliver the dyslexia intervention program. Will follow the Seguin ISD Dyslexia Handbook for implementation and monitoring.</p>	District Dyslexia Coordinator, Administrators, Dyslexia teacher	Identification of students in need of services; increased levels in reading				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6 CSF 7</p> <p>10) The campus instructional coach and campus trailblazers will attend professional development meetings and conferences relevant to their content and/or content area.</p>	Administration, Instructional Coach	Turn around team will deliver professional development to staff for implementation				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>11) Seek out and implement successful integrated reading and writing practices across content areas to address the upcoming revised ELAR TEKS.</p>	Instructional Coach, Reading Trailblazer	Increased reading and writing practices in classrooms as seen in walkthroughs, observations, lesson plans and assessment				

<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>12) Continue to use PASS+R and Eduphoria as a source of student data for data analysis and decision-making purposes.</p>	Administration, Instructional Coach, Trailblazers, Teachers	Efficiency in meeting times for PLC and CPOC meetings; targeted student improvement				
<p>13) Continue to monitor and maintain all professional learning through an online manage system (Eduphoria).</p>	Administration	Improvement in teacher quality; staff development compliance				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>14) Provide support with the implementation of the Strategic Instructional Model (SIM).</p>	Administration, Literacy Leadership Team (LLT), Instructional Coach	Increase in literacy across core areas; improvement in assessment data; increased teacher confidence				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>15) Establish and implement quality standards and expectations for teachers who implement a co-teach model and inclusion support practices. Provide training to staff on models and expectations, and provide on-going support for program implementation.</p>	Special Education Department; Administration; Campus Special Education Coordinator	Increased proficiency levels on T-TESS observations; increase in student performance; increase in teacher confidence in the inclusion model				
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>16) Continue to create, implement, and monitor and Intensive Plan of Instruction (IPI) for each special education student not passing state assessments.</p>	Administration; Special Education teachers; Campus Special Education Coordinator	Increased student achievement and confidence; relationships				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>17) Utilize training provided at the district level on writing Present Levels of Academic Performance (PLAAPF) statements, IEP goals and objective, IEP implementation process, and progress reporting requirements.</p>	Special Education Department; Administration; Special Education Teachers	ARD compliance; IEP alignment; improved academic achievement				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>18) Ensure that all teachers who serve students in the advance placement classes receive either their 6 hour update or for new teachers, the 30 hour foundation training.</p>	Administration; Curriculum and Instruction Department	Increase in student achievement (Level III); build capacity in teachers				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>19) Continue to implement the ELL Plan for Success to measure the academic and language acquisition process of ELL students.</p>	LPAC Committee; teachers	Increase in student achievement and language acquisition				

<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>20) Continue to have teachers participate in on-going training in Sheltered Instruction and ELPS provided by the district and the campus ESL teacher.</p>	<p>Curriculum and Instruction Department; Administration</p>	<p>Increase in student achievement and language acquisition</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>21) Utilize the district RTI process to include a tiered system of academic and behavioral interventions, universal screening, progress monitoring and data-based decision making.</p>	<p>Administration, Counselors, Teachers</p>	<p>Increase in student achievement and proper identification of students needs</p>				
<p><b>Critical Success Factors</b> CSF 5 CSF 7</p> <p>22) Offer a variety of fine arts electives to meet the interest of all students. Staffing will include fine arts certified teachers.</p>	<p>Administration, Counselors, Human Resource Department</p>	<p>Increase in student involvement of extra curricular activities; increase in family involvement; increase in teacher effectiveness</p>				
<p>23) Offer physical education classes that meet the individual needs of students and are aligned with the TEKS.</p>	<p>Administration, Counselors, Curriculum and Instruction Department</p>	<p>Increase in student physical activity</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>24) Provide on-going professional development for the staff that meets the instructional goals of the campus and promotes the use of technology in the classrooms.</p>	<p>Administration, Curriculum and Instruction Department with the aide of the Technology Department, Campus technologist</p>	<p>Increase in use of technology in the classrooms</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>25) Provide a language acquisition period for ELL students (ESOL) who have been in the U.S. for 3 years or less.</p>	<p>Administration, Counselors, Curriculum and Instruction Department</p>	<p>Increase in language acquisition for students new to the U.S.</p>				
<p>  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>						







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

**Performance Objective 2: POST SECONDARY READINESS:** At the middle and elementary school, Seguin ISD and Briesemeister Middle School will increase support for instruction at the Masters Grade Level

**Evaluation Data Source(s) 2:** Failure reports, local and state assessment data, TSI

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Provide Texas Success Initiative (TSI) assessment opportunities to grade 8 students in the spring semester to increase the number of students who are college ready, which will also increase the enrollment of dual credit classes at the high school.</p>	Administration, Counselors, College and Career Readiness teachers	Increase the number of students who are college ready				
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>2) Enhance recruitment efforts for Seguin ECHS; increase communication to parents and community members to include information regarding the ECHS pathways, post-secondary opportunities, course offerings and TSI testing.</p>	Administration; High School ECHS coordinator; Counselors					
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>3) Provide college readiness skills such as note-taking strategies, studying skills, academic tutoring, etc., through the Advancement Via Individual Determination (AVID) system in grades 7 and 8.</p>	Administration; Curriculum and Instruction Department; AVID teacher(s)	Increase in the number of students who are college ready				

<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6</p> <p>4) Implement procedures in place to ensure that every student in grades 7 and 8 are made aware of and have an opportunity to complete a 4 year graduation plan in the form of a PGP (person graduation plan), detailing a coherent sequence of CTE courses.</p> <p>The PGP should include a parent signature and a declaration of endorsement for the chosen CTE sequence.</p>	<p>Administration, Counselors</p>					
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6</p> <p>5) Ensure that every student in grades 7 and 8 are administered assessments in career education dealing with student career interests, ability profiles and learning styles exploration to match students to ideal colleges and careers.</p>	<p>Administration, Counselors, College and Career Readiness teachers</p>					
<p>  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						









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

**Performance Objective 3: WHOLE CHILD SOCIAL-EMOTIONAL LEARNING:** Seguin ISD will maintain and expand upon learning opportunities that support and reinforce the health and well-being of all students by addressing lifetime fitness, school attendance, and extra-curricular activities and the emotional support of all student populations.

**Evaluation Data Source(s) 3:** Student attendance, participation in extra-curricular events, participation in parent events

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) Implement RaaWee's Truancy and Dropout Prevention Program to actively provide truancy and attendance intervention at the campus and district level.</p>	Administration, Attendance Clerk, Campus Attendance Committee	Increase in student attendance and parental communication				
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Using monthly McKinney-Vento rosters from the district and failing progress reports and report cards, meet with student who are failing and find where they need support.</p>	Administration, Counselors	Increase in student performance and relationships				
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) Participate in the Migrant Achievers Club for students in grades 6 through 8 to promote student achievement, college awareness, leadership and team-building skills.</p>	Administration, Counselors, Migrant Coordinator	Increase in student assessment performance and college and career readiness				
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>4) Utilize Migrant Tutor services to PFS students, as needed, in grade 6 through 8 to provide information on academic achievement, mentoring and leadership development during tutoring, leadership sessions, and summer leadership summit.</p>	Administration, Counselors, Migrant Coordinator, Tutors	Increase in student assessment performance and relationship development				
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>5) Offer fine arts participation opportunities outside of the regular school day.</p>	Fine Arts Director; Fine Arts Teachers	Increase in family engagement; student achievement; increase in school climate				

<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>6) Increase opportunities for students to engage in fine arts activities such as the Children's Show, campus plays and musicals and musical tours. (Choir tours, Mariachi tours, art lessons).</p>	<p>Fine Arts Director; Fine Arts Teachers</p>	<p>Increase in family engagement and school climate</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>7) Develop partnerships with community organizations to foster participation in educational opportunities and activities in fine arts in all grade levels.</p>	<p>Fine Arts Director; Administration; Fine Arts Teachers</p>	<p>Increase in community engagement; increase in school climate</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>8) Maintain school facilities that encourage physical activity and active learning.</p>	<p>Administration; Maintenance Department; Custodians</p>	<p>Increase in student morale</p>				
<p>  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						







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

**Performance Objective 1: SAFETY:** The District and Briesemeister Middle School will ensure that the campus employs measures to maintain the safety and security of all students and staff members.

**Evaluation Data Source(s) 1:** Emergency Operations Plans, Raptor reports, Safety Meetings

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) The campus school safety committee will meet regularly to review the campus emergency procedures, edit plans if necessary, and make safety recommendations.</p>	Administration, Campus Safety Committee	Decrease in safety violations				
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) The campus will receive training on the emergency operating procedures component of A.L.I.C.E active shooter response.</p>	Kirsten Legore, Administration, Seguin PD	Preparedness in emergency situations				
<p><b>Critical Success Factors</b> CSF 6</p> <p>3) Utilize security officers for the purpose of school safety.</p>	Administration, Kirsten Legore; Seguin PD	Decrease in safety violations				
<p><b>Critical Success Factors</b> CSF 6</p> <p>4) Promote a drug free climate with ongoing education.</p>	Administration; Counselors; Teachers	Decrease in drug related incidents				
<p><b>Critical Success Factors</b> CSF 6</p> <p>5) Perform monthly fire drills, lock down drills, and relocation drills.</p>	Administration, Campus Safety Team	Evacuation efficiency; decrease in safety incidents				
<p><b>Critical Success Factors</b> CSF 6</p> <p>6) Continue to coordinate with local law enforcement to utilize drug detection canine teams on a regular basis.</p>	Kirsten Legore; Administration; Seguin PD	Decrease in drug related incidents				







<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>7) Continue to utilize Raptor identification system on the campus.</p>	<p>Administration, Campus Secretary, Campus Attendance Clerk</p>	<p>Student safety</p>				
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>8) Continue to utilize and upgrade security cameras district-wide, providing access to local law enforcement.</p>	<p>Seguin ISD Technology Department, Administration</p>	<p>Decrease in student behavioral incidents; student safety; campus safety</p>				
<p align="center">  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>						

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

**Performance Objective 2: NURTURING AND POSITIVE CLIMATE:** All campuses will promote and enhance a positive school climate and culture where students and staff embrace wellness, responsibility, a respect for diversity and a respect for the learning environment.

**Evaluation Data Source(s) 2:** PIEMS student discipline reports, Campus PBIS team documentation, attendance reports, climate surveys

**Summative Evaluation 2:**







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Participate in campus climate survey(s) for teachers, parents and students.</p>	Administration, Counselors	Increase in school climate				
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) Continue to implement Matador Challenge and No Place for Hate character education campus-wide.</p>	Administration, Counselors, No Place for Hate club members	Increase in school climate				
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>3) Continue to develop and implement Tier 1 Behavior Systems High-Yield Behavioral Strategies Model and periodically provide staff development to teachers.</p>	Administration, Counselors, Special Education Behavior Coordinator	Decrease in student referrals				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6</p> <p>4) Continue to implement Postive Behavior intervention and Supports (PBIS) teams on the campus including the review of discipline data.</p>	Administration, PBIS team	Decrease in student referrals, increase in positive behavior referrals				
<p><b>Critical Success Factors</b> CSF 3 CSF 6</p> <p>5) Implement the Seguin ISD Bullying Investigation Toolkit to effectively respond to reports of bullying.</p>	Kirsten Legore, Administration, Counselors, Teachers	Decrease in bullying reported				
<p>  = Accomplished            = Continue/Modify            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Goal 3: FAMILY & COMMUNITY ENGAGEMENT: Promote the Seguin ISD vision, mission, and goals while building strong family and community partnerships for our district and schools.**

**Performance Objective 1: PARENT INVOLVEMENT:** Offer programs and activities to involve parents and family members and seek meaningful consultation with parents.

**Evaluation Data Source(s) 1:** Parent Volunteer Records, parent activity sign-in sheets

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>1) Maintain parent-friendly environment at the campus, utilizing the parent liaison to promote parent involvement with the campus.</p>	Administration, Parent Liaison	Increase in family involvement				
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) Meet the needs of a diverse population by providing signage and other information in both English and Spanish.</p>	Parent Liaison, ESL Teacher	Increase in family involvement				
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>3) Include parents in intervention planning for ELL and SPED students.</p>	Administration, Counselors, LPAC and ARD committees	Increase in student achievement; increase in family involvement				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						







**Goal 3: FAMILY & COMMUNITY ENGAGEMENT:** Promote the Seguin ISD vision, mission, and goals while building strong family and community partnerships for our district and schools.

**Performance Objective 2: PUBLIC RELATIONS:** Promote Seguin ISD and Briesemeister Middle School while embracing diversity and celebrating successes of students, staff, campus and district through distribution of newsworthy items and delivery of key messages. Communicate district and campus information to the community through consistent and timely messages to include SISD website, social media, printed materials, media releases, and meetings with stakeholders.

**Evaluation Data Source(s) 2:** Copies of newsletters, flyers, sign in sheets, website pages, newspaper articles.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 6 1) Participate in campus recognition at a regular school board meeting. Scheduled for April 24, 2018.	Administration	Increase in family engagement; increase in school climate				
<b>Critical Success Factors</b> CSF 6 2) Participate in STAR student recognition monthly to highlight those students who 'do their job' as a student. Photos will be printed in the Matador Pride newspaper.	Administration	Increase in family engagement and communication; increase in school climate				
<b>Critical Success Factors</b> CSF 6 3) Relay informational and positive news items to the Seguin ISD webmaster and social media manager to be posted in a timely manner.	Administration, Counselors, Librarian	Increase in school climate				

 = Accomplished  
  = Continue/Modify  
  = Considerable  
  = Some Progress  
  = No Progress  
  = Discontinue

**Goal 3: FAMILY & COMMUNITY ENGAGEMENT:** Promote the Seguin ISD vision, mission, and goals while building strong family and community partnerships for our district and schools.

**Performance Objective 3: PARTNERSHIPS:** Foster business and community partnerships through active participation in community-based opportunities and events.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**







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

**Performance Objective 1: EFFECTIVENESS:** Develop analytical tools to measure the allocation of financial resources among all of the operational activities of the district, including staff, facilities, equipment, and technology.

**Evaluation Data Source(s) 1:** Monthly Munis budget reports

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Pursue local, state, and federal grants.	Administration, Teachers	Building teacher capacity; increase school resources				
2) Budget deadlines are met and yearly audits are passed (HB5).	Administration	Increase in leadership effectiveness				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue



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

**Performance Objective 2: EFFICIENCY:** Develop strategic solutions to optimize the allocation of financial resources on campus operations to establish and maintain a strong financial position.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

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

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

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

**Goal 5: HUMAN RESOURCES: Build a highly effective workforce through strategic recruitment, professional development, mentoring and organizational support to retain effective teachers, principals and other instructional staff.**

**Performance Objective 1: EQUITABLE STAFFING:** To ensure 100% of the campus is equitably staffed with effective teachers and administration.

**Evaluation Data Source(s) 1:** Local and state assessments, TAPR

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) Ensure 100% of teaching and paraprofessional instructional staff meet TEA (SBEC) certification requirements.</p>	Administrations	Increase in teacher quality				

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue







**Goal 5: HUMAN RESOURCES:** Build a highly effective workforce through strategic recruitment, professional development, mentoring and organizational support to retain effective teachers, principals and other instructional staff.

**Performance Objective 2: RECRUIT, SUPPORT, RETAIN EFFECTIVE TEACHERS & ADMINISTRATORS:** The district and campus will recruit, support and retain a diverse population of highly qualified, effective teachers, administrators, and support staff. The district and campus will achieve a teacher turnover rate of less than 15%. Implement and evaluate on-going differentiated staff development to ensure teacher needs are being met, and provide a mentoring program for new teachers and administrators.

**Evaluation Data Source(s) 2:** District/Campus professional development plan report, professional learning plan evaluation, district/campus retention report, teacher mentor evaluation, TAPR

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>1) Upon hire and throughout the year, provide staff development to specific grade level and content area teachers to target areas of improvement that have been identified through our state assessment and local testing results.</p>	Administration, Teachers	Increase in student achievement; increase teacher capacity				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>2) Provide a mentor program for teachers/administrators with less than two years of experience that will include 3 half-day mentor/mentee professional learning opportunities and a mentor stipend for the 17-18 school year.</p>	Human Resources Department, Curriculum and Instruction Department	Increase in teach quality; increase in student achievement				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue


**Goal 5: HUMAN RESOURCES:** Build a highly effective workforce through strategic recruitment, professional development, mentoring and organizational support to retain effective teachers, principals and other instructional staff.

**Performance Objective 3: APPRAISAL:** Evaluate teacher effectiveness in the classroom utilizing formative and summative data, including, but not limited to, T-TESS/ATR evaluations, walk-through information, student feedback, and value-added data. Staff development and support plans will be developed based on teacher performance as needed. Campus principals will conduct quality documented walkthroughs to assess and monitor classroom instruction.

**Evaluation Data Source(s) 3:** Evaluations, walkthrough reports, student assessments, TAPR

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>1) T-TESS/ATR will be utilized to evaluate teacher effectiveness in the classroom. Appraisers will utilize Eduphoria: T-TESS campus wide to assist with effective and efficient walk-throughs and evaluations.</p>	Administration	Increase in student achievement; increase in teacher quality				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>2) Campus administrators will conduct quality documented walk-throughs to assess and support classroom instruction.</p>	Administration	Increase in student achievement; increase in teacher quality				



✔ = Accomplished  
 ➔ = Continue/Modify  
 ● = Considerable  
 ● = Some Progress  
 ● = No Progress  
 ✘ = Discontinue

## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	3	Integrate Professional Learning Communities that are data-driven and will steer effective instructional practices to support deficits across sub-groups.
1	1	8	Provide on-going professional learning and differentiated instruction strategies to support instructional practices in ELAR classrooms.
1	1	16	Continue to create, implement, and monitor and Intensive Plan of Instruction (IPI) for each special education student not passing state assessments.

## 2017-18 Site Based Decision Making Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Elisa Carter	Principal
Administrator	Kristal Mata	Assistant Principal
Administrator	Roger Gonzales	Assistant Principal
Librarian	Christy Holt	Librarian
Non-classroom Professional	Sona Kirkwood	Instructional Coach
Classroom Teacher	Danielle Springfield	Math Trailblazer
Classroom Teacher	Rebecca Adams	ELA Trailblazer
Classroom Teacher	Sarah Kennedy	Science Trailblazer
Classroom Teacher	Kassie Fincke	Social Studies Trailblazer
Classroom Teacher	Richard Trevino	Boy's Athletic Coordinator
Classroom Teacher	Charron Miller	Girl's Athletic Coordinator
Classroom Teacher	Katie Arnold	teacher
District-level Professional	Danica Murillo	Director of Professional Learning
Counselor	Deandra Vega	Counselor
Counselor	Ashanta Stinson	Counselor