

**Seguin Independent School District**  
**Jefferson Elementary School**  
**2017-2018 Campus Improvement Plan**

**Accountability Rating: Met Standard**

**Distinction Designations:**  
Academic Achievement in Reading/English Language Arts  
Top 25% Student Progress



# Mission Statement

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 in 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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Jefferson Avenue Elementary is made up of Kindergarten through Fifth grades, plus two Essential Academic classes - one Kindergarten through 2nd grades and one 3rd through 5th grades. There are Special Areas of Music, Technology and Physical Education.

Each grade level had at least 3 homeroom classes. Kindergarten also included a bilingual class for the first time in many years. Second grade and fourth grade also had a fourth homeroom class. Third grade started the year with a fourth class, but the teacher was moved to Koennecke mid-September. Kindergarten through second grades were all self-contained. Third grade through fifth grades were departmentalized.

Student enrollment for the 2016-2017 school year maintained around 405 students. The following is a breakdown of the student population of the school:

Black/African American	16
Hispanic	321
White	54
Two or More Races	4
Females	191
Males	214
Total for Year	405

### Demographics Strengths

The diversity of our students lends to diverse class configuration of learners. All students were included in all Special Areas of Technology, Music and PE.



# Student Academic Achievement

## Student Academic Achievement Summary

Students in 3rd - 5th grades showed progress in the scores related to the 4 Indexes over last year's results. Two Stars of Distinction were earned...in ELA and Student Progress. With one more area of Q1 in Math performance would have resulted in third Star in Math.

Index:	2015.	2016.	2017
1.	56	61	68
2	46	41	47
3 .	29	36	38
4	12	16	28

Growth is shown over the last three years, however, there is the need for more substantial growth when considering the new performance levels for STAAR. Students are performing at the Approaches level more often than at Meets or Masters. In order to ensure performance at the next grade level, students must be pushed to perform more often at Meets or Masters levels. Student performance of sub-groups including Special Education is below expected level, and must be addressed. Students at the Kinder through 2nd grade levels showed a reduction in "On Grade level" performance in Reading over prior years. Student performance on Think Through Math seemed to demonstrate a relationship between student performance on TTM and STAAR for students in 3rd and 4th grades. Students scoring FBB (Far Below Basics) most often did not meet minimal passing standard on STAAR. Averages = Math 73%; Reading 69%; Writing 65%; Science 55%. Even though Writing scores increased greatly,, these scores were still below Math and Reading (although only 4% points below Reading.) .

Science performance in 5th grade was lowest of all content areas. Emphasis on science instruction, especially in grades 2nd through 5th, must focus on mastery of TEKS for future mastery of 5th grade Science STAAR.

Despite attendance incentives and contacting parents consistently, yearly attendance rate is less than 95% (94.37%).

## Student Academic Achievement Strengths

Student performance on STAAR showed increases over 2016 in all Indexes. Performance in ELA and Student Progress resulted in two Stars of Distinction.

## **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** Instruction is not vertically aligned to ensure mastery of TEKS from one grade level to the next.

**Problem Statement 2:** The yearly attendance rate for 2016 - 2017 was 94.37%.

**Problem Statement 3:** Academic focus on writing has not been consistent from kindergarten through fifth grades.

**Problem Statement 4:** Science instruction has not been implemented with fidelity to ensure mastery of TEKS.

## School Processes & Programs

### School Processes & Programs Summary

All teachers at Jefferson Elementary are certified in the area of their teaching assignment. Additionally teachers have ESL and/or GT training to meet the needs of students. Teachers at every grade level use the TEKS as the curriculum in all content areas. Teachers utilize the Planning Protocol, YAG (Year at a Glance) and the IFD (Instructional Focus Document) in planning lessons. Teachers have a wide variety of instructional resources like manipulatives, Lead4Ward Planning Guides, Comprehension Toolkit, Calkins' Writing kit, etc., to use in their instruction. A common planning period is provided for all grade level teachers to plan lessons, and work with the Instructional Coach on instructional matters, however, opportunities for vertical collaboration has not occurred. Each classroom has computer cart with iPads and lap tops for students to use. Technology instruction is provided in the Special Area class to all students.

### School Processes & Programs Strengths

- \*All teachers are certified in teaching assignment.
- \*Teachers utilize the TEKS Resource System documents for planning in addition to SISD Planning Protocol.
- \*Grade level teachers meet together to plan.
- \*Instructional Coach is resource to teachers as they plan and prepare lessons.
- \*More technology has been added to the classrooms for student use.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Teachers have not been given the opportunity to meet vertically to discuss curriculum and the implications on instruction.

**Problem Statement 2:** Writing collaboration related to the Lucy Calkins resource needs to build.

**Problem Statement 3:** In order to build instructional skills, teachers must be given opportunities to participate in Professional Learning Communities (PLC) meetings.



## Perceptions

### Perceptions Summary

According to the district survey, parents do perceive Jefferson as a safe school. A wide variety of activities were provided to foster parent involvement including Grandparents' luncheon and Reading activity, Fun Days in PE, Turkey Trot, BOY Open House, Academic Night, Math/Reading nights, Field Day, etc. It seemed that parents were most willingly to attend those activities perceived as 'fun' times with their child, however, when the activity was more academic in nature, attendance/participation was not as great. Parents did attend parent conferences about report cards, however, the overall perception is there is still a lack of parent involvement and support with academics.

Communication with parents was conducted with newsletters, folders home with students, School Messenger, FaceBook and school marquee.

TLU has been an important partner with Jefferson. Students participating in the University Mentor program were assigned to classes kindergarten through 4th grades. Students participating in the America Reads program were assigned to classes kindergarten through 5th grades. Jefferson staff participated with TLU students on the "Day of the Dogs" to complete various projects around the school including work in our campus garden. Numerous student teachers and observers were also assigned on our campus.

PBIS committee met regularly to consider concerns related to discipline, and to plan reward activities for students to encourage positive behaviors. Even though each grade level was represented on the PBIS committee, communication of goals and expectations around implementation of behavior folders was inconsistent.

### Perceptions Strengths

Wide variety of engaging activities have been provided for parents to attend and participate in.

Various forms of communication were utilized to inform parents of happenings at the school.

TLU has been an active partner in our school.

PBIS met regularly to discuss issues related to behavior.

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Parents tend to participate in more activities that are 'fun' rather than academic based activities.

**Problem Statement 2:** Implementation of PBIS behavior expectations and rewards are not consistent from class/grade to class/grade.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## 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
- Federal Report Card Data
- Community and student engagement rating 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
- 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
- Running Records 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
- 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
- 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
- Class size averages by grade and subject

### **Employee Data**

- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data

### **Parent/Community Data**

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

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

- Budgets/entitlements and expenditures 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 & LEARNING:** By focusing on curriculum alignment, instructional practices, and support for special programs and sub-populations, Seguin ISD will show an increase in the Student Achievement and the Closing the Gap domains.









Jefferson Goal: Increase Index 1 performance by at least 10% - from 68 to 78; Increase Index 2 performance by 8 points - 47 to 55; Increase Index 3 measure by 7 points - 38 to 45;

**Evaluation Data Source(s) 1:** Curriculum Management Plan, Professional Development Plan, Lesson Plans, Local Assessments, Program Enrollment, Previous Year Index Data Tables, Special Program Evaluations, Literacy Reading Levels, Universal Screener data

## Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4  1) Provide push-in tutors to assist students in mastery of grade level TEKS in Reading, Math and Science (1 tutor for 4th/5th math - 6 hours/day for 75 days; 1 tutor for 2nd/3rd reading - 5 hours/day for 45 days; 1 tutor for 5th science - 5 hours/day for 45 days)	1, 3, 9	Principal, Assistant Principal	Increase achievement level on STAAR assessments in 4th and 5th grades				
Funding Sources: 211 Title I A - 20160.00							
<b>Critical Success Factors</b> CSF 1  2) Support student performance with After School tutorials to assist students in mastery of TEKS	1, 3, 9	Principal, Assistant Principal, Instructional Coach	Increase mastery of grade level TEKS for students experiencing difficulty in mastering curriculum				
Funding Sources: 211 Title I A - 3898.00							
3) Provide instructional materials that will assist teachers in meeting the needs of students including Level Literacy Intervention kit for 5th grade, Lucy Calkins writing kit for 3rd grade, leveled readers for kinder and 2nd grades	1	Principal, Assistant Principal, Instructional Coach	Equitable resources will be provided for the learning of all students kinder through 5th grades				
Funding Sources: 211 Title I A - 7291.00							

<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 4) Conduct monthly RTI meetings to review data on students' performances in reading, math, science and writing	1, 9	Principal, Assistant Principal, Instructional Coach, TrailBlazers	Effective intervention/acceleration plans will be developed and implemented for student support				
<b>Critical Success Factors</b> CSF 1 CSF 7 5) Provide opportunities for academic teams to collaborate about best practices for teaching and learning (.5 day per team, 1st, 2nd, & 3rd Quarters = 6 substitutes divided between 2 teams per day) and during faculty meetings	1, 4	Principal, Assistant Principal, Instructional Coach, School Secretary	Opportunities to discuss curriculum in vertical team situations for improved academic performance of all students				
Funding Sources: 211 Title I A - 3168.00							
<b>Critical Success Factors</b> CSF 1 6) Utilize technology based programs including iStation and Think Through Math to accelerate students' academic performance	9	Principal, Assistant Principal, Instructional Coach	Utilize technology in authentic academic programs to support student growth				
<b>Critical Success Factors</b> CSF 1 CSF 2 7) Conduct quarterly meetings to monitor performance of all ELL students (denials included) in areas of academics and attendance, and to create intervention plans as needed based on data	8	Principal, Assistant Principal, Counselor, LPAC Representative, Assigned Teacher	Ensure that ELL students perform at similar academic levels of non-ELL students				
<b>Critical Success Factors</b> CSF 1 CSF 5 8) Conduct BIL parent meeting to explain program to parents	6, 10	Principal, Assistant Principal, Bilingual Teacher	Ensure parents' understanding of instruction in bilingual classroom				
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 9) Identify all At-Risk students and monitor their progress		Principal, Assistant Principal, Counselor, Instructional Coach, Trailblazers	Consistent monitoring of At-Risk student group for academic success				
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 10) Provide targeted intervention based on data during grade level intervention period		Principal, Assistant Principal, Instructional Coach, Grade level teachers	Academic mastery of grade level TEKS				

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>11) Conduct quarterly meetings to monitor performance of all students identified under McKinney Vento, and create instructional plan of support as needed</p>		Principal, Assistant Principal, Counselor, Assigned Teachers	Monitor of students' academic needs				
<p align="center"><b>Critical Success Factors</b> CSF 3</p> <p>12) Participate in PD for principal and/or assistant principal to develop leadership and instructional knowledge</p>	4	Principal	Increased administrator knowledge of elementary curriculum/best strategies				
<p>Funding Sources: 211 Title I A - 500.00</p>							
<p align="center">  = 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 high school level, Seguin ISD will increase the opportunities for students to excel in indicators that reflect post-secondary readiness in the Student Achievement domain. At the middle and elementary schools, Seguin ISD will increase support for instruction at the Masters Grade Level.

Jefferson Goal: Index 4 performance will increase by 12% - from 28 to 40.

**Evaluation Data Source(s) 2:** STAAR Performance Data, Unit Assessments, District Benchmarks

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2  1) Monitor performance of students who scored Level III on last year's STAAR Reading, and Math by tracking their performance on unit assessments, CBAs and Benchmarks, and creating plan of intervention as needed	1	Principal, Assistant Principal, Instructional Coach, 3rd - 5th grade teachers	Data Wall information, STAAR Results				
<b>Critical Success Factors</b> CSF 1 CSF 4  2) Provide acceleration time that focuses on increasing student performance by utilizing GT teacher, librarian, Instructional Coach and Interventionist	1	Principal, Assistant Principal	Increase in students who achieve at Meets/Masters level on STAAR and who meet at or above grade level in primary grades				
<b>Critical Success Factors</b> CSF 1  3) Monitor performance of GT students on unit assessments, benchmarks and STAAR to ensure Level III performance		Principal, Assistant Principal, Instructional Coach, Teachers	Increase in students performing at Masters level on STAAR				

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









**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 student 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	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>1) Monitor daily attendance for all grades to increase ADA through increased parental awareness of attendance and providing rewards for students with great attendance rates (quarterly, grade level, etc.)</p>	1	Administrators, PEIMS Clerk, Counselor SPVO support	By increasing attendance, student performance should also increase - must be present to learn				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) Offer after school clubs to include Garden Club, Drum Company, Matador Club, etc for student involvement in extra-curricular events</p>		Principal, Assistant Principal, Club Leaders	To build positive relationships between students and staff				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) CATCH Team will build student, parents and staff awareness of positive health habits</p>	6	CATCH Team Leader, CATCH Team, Principal	Offer varied opportunities for staff, students and parents to incorporate healthy habits into their lifestyle				
<p><b>Critical Success Factors</b> CSF 6</p> <p>4) Fourth and Fifth grades attend Mid-Tex Symphony</p>		Principal, Assistant Principal, Music Teacher	Expose students to variety of music styles and performance of symphony musicians				
<p><b>Critical Success Factors</b> CSF 6</p> <p>5) Establish teams in all areas of district UIL competition</p>		Campus UIL Coordinator, Principal	Expose students to competition level performance in reading, writing, spelling, math and speaking				
<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 will ensure that all campuses and departments employ measures to maintain the safety and security of all students and staff members.

**Evaluation Data Source(s) 1:** District and Campus Emergency Operations Plans, Safety Audit, Raptor Reports, District Safety Meetings

**Summative Evaluation 1:**






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Use eduhero.com for compliance videos including those related to safety concerns like A.L.I.C.E, Bloodbourne Pathogens, etc.</p>	10	Principal and Assistant Principal	Education of staff related to best practices for safety purposes				
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) Conduct monthly safety drills including fire and A.L.I.C.E drills</p>	10	Principal, Assistant Principal, Secretary	Practice safety drills for mastery				
<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 2: CLIMATE:** Jefferson Elementary will promote and enhance a positive school climate and culture where students and staff embrace responsibility, a respect for diversity, and a respect for the learning environment.

**Evaluation Data Source(s) 2:** PEIMS student discipline and attendance reports, staff attendance reports, staff, parent, and student surveys, and Campus Performance Review and Support observation reports of campus climate components.

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Utilize climate surveys to evaluate student and parent attitude toward school</p>		Administrators, PBIS Committee	To address stakeholders' perception of school				
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) Utilize district offered climate survey to staff to determine areas of concerns; create plan of action on those concerns</p>		Campus Leadership Team	Address staff concerns about school operations				
<p><b>Critical Success Factors</b> CSF 6</p> <p>3) Make students aware of dangers of drug use through Red Ribbon Week activities</p>		Counselor, Administrators	Emphasize the importance of living drug free				
<p><b>Critical Success Factors</b> CSF 6</p> <p>4) Provide DARE classes for all eligible fifth graders</p>		DARE Officer, Teachers	Educate on the dangers of drug abuse				
<p><b>Critical Success Factors</b> CSF 6</p> <p>5) Provide social skills lessons on bullying prevention and schoolwide expectations</p>	1	Administrators, Counselor	Lesson Plans				

<p><b>Critical Success Factors</b> CSF 6</p> <p>6) Continue character education (Matador Challenge Club) to encourage safe and nurturing school environment</p>	1	Counselor, Matador Club Sponsor	Participation in Unity Day, Matador Challenge Community Carnival, Matador Club activities				
<p><b>Critical Success Factors</b> CSF 6</p> <p>7) Conduct monthly PBIS team meetings to discuss discipline data, rewards, and methods to increase implementation of PBIS throughout the campus.</p>		Administrator, PBIS Committee Members	Agendas of Meetings, Sign-In Sheets, PBIS Annual Audit				
<p>  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

**Goal 3: PARENT, 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 activities sign-in sheets

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) Provide programs to encourage parental involvement, such as academic preparation nights (Math &amp; Reading), behavior intervention trainings, and family CATCH events, to encourage participation to assist their children with academic readiness.</p>	1, 6	Principal, Assistant Principal, Counselor, PBIS	Engage parents in more meaningful involvement with their child's education				
<p>Problem Statements: Perceptions 1 Funding Sources: 211 Parental Involvement - 2325.00</p>							
<p><b>Critical Success Factors</b> CSF 5</p> <p>2) Utilize school FaceBook page, Twitter, School Messenger, newsletters, and district communication to share positive information about Jefferson and Seguin ISD</p>	1, 6	Principal, Assistant Principal & Librarian,	Use of varied communication designed to increase parent perception/involvement with the school				
<p>Problem Statements: Perceptions 1</p>							
<p> = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue</p>							

**Performance Objective 1 Problem Statements:**








Perceptions
<b>Problem Statement 1:</b> Parents tend to participate in more activities that are 'fun' rather than academic based activities.

**Goal 3: PARENT, 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 & COMMUNICATIONS:** Promote Seguin ISD and Jefferson Avenue Elementary while embracing diversity and celebrating successes of students, staff and District through distribution of newsworthy items and delivery of key messages. Communicate District information to the community through consistent and timely messages to include SISD website, social media, printed materials, media releases, and meetings with editors/reporters, and stakeholders.

**Evaluation Data Source(s) 2:** Copies of newsletters, news releases, and other publicity samples highlighting the school and district.

**Summative Evaluation 2:**









Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5 1) Advertise school and district activities through multiple approaches of communication including FaceBook, School Messenger, Seguin Gazette, and flyers sent from school	6	Principal, Assistant Principal, Parent Liaison, Librarian, Teachers	Copies of communications				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 3: PARENT, 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:** Flyers, Sign-in Sheets from Campus-based events

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 6 1) Invite local community representatives to participate in campus Career Day	6	Principal, Assistant Principal, Parent Liaison, Counselor	Student Handout for Career Day				
<b>Critical Success Factors</b> CSF 5 2) Support student achievement with mentor students from TLU	1	Administrators, Parent Liaison	Sign-in Sheets				
 = 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 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 Review of Munis Campus Budget Reports

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Follow district expectations and procedures to procure supplies and materials for effective operation of campus		Principal, Assistant Principal	Fiscal Responsibility				
<p><b>Critical Success Factors</b> CSF 6</p> 2) Monthly monitoring of district and federal budget funds to ensure correct use of campus funds	10	Principal, Assistant Principal, School Secretary	Utilize school budget to meet the needs of students and staff				
= 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 allocations of financial resources on District operations to establish and maintain a strong financial position.

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

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Conduct quarterly Campus Improvement Council meetings to review our CIP and make decisions regarding allocations of campus budget and Title I funds</p>		Principal, Assistant Principal, Campus Improvement Council members	Ensure that budget funds are used appropriately				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**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 teachers are t highly qualified.

**Evaluation Data Source(s) 1:** Annual Highly Qualified Report

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 7  1) Review and maintain list of teachers' teaching credentials to ensure 100% Highly Qualified		Assistant Principal	Ensure 100% of teachers qualify as Highly Qualified	✔			
✔ = 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 will recruit, support and retain a diverse population of highly qualified, effective teachers, administrators, and support staff. The district will maintain 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. In addition, the district will educate Seguin graduates interested in pursuing careers in the field of education regarding specific high demand certifications and career opportunities in the Seguin I.S.D.

**Evaluation Data Source(s) 2:** District Professional Development Plan Report, District Professional Learning Plan, Campus PLC evaluation, District/Campus Retention Report, Teacher Mentor Evaluation, TAPR

**Summative Evaluation 2:**








Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) Assign New Teacher Mentor to support teachers new to the profession/school or district</p>		Principal, Assistant Principal	Support new teacher for academic success of students assigned	✔			

**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 intervention plans will be developed based on teacher performance as needed. Campus principals will conduct a minimum of 10 documented walk-throughs per week.

**Evaluation Data Source(s) 3:** Evaluations, Walk-through reports, T-TESS/ATR Summative Documentation, Student assessments, TAPR

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b>  <b>Critical Success Factors</b>                      CSF 7</p> <p>1) Administrators will conduct at least 10 classroom walkthroughs per week and conference with those teachers to monitor and improve instructional effectiveness</p>	3	Principal, Assistant Principal	Ensure best practices used for benefit of all students				
<p>  = Accomplished                        = Continue/Modify                        = Considerable                        = Some Progress                        = No Progress                        = Discontinue                 </p>							

## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide push-in tutors to assist students in mastery of grade level TEKS in Reading, Math and Science (1 tutor for 4th/5th math - 6 hours/day for 75 days; 1 tutor for 2nd/3rd reading - 5 hours/day for 45 days; 1 tutor for 5th science - 5 hours/day for 45 days)
1	1	4	Conduct monthly RtI meetings to review data on students' performances in reading, math, science and writing
1	1	9	Identify all At-Risk students and monitor their progress
1	1	10	Provide targeted intervention based on data during grade level intervention period
1	2	1	Monitor performance of students who scored Level III on last year's STAAR Reading, and Math by tracking their performance on unit assessments, CBAs and Benchmarks, and creating plan of intervention as needed
5	3	1	Administrators will conduct at least 10 classroom walkthroughs per week and conference with those teachers to monitor and improve instructional effectiveness

# Title I

## 1: Comprehensive Needs Assessment

Goal	Performance Objective	Strategy	Description
1	1	3	Provide tutorial support related to STAAR reading performance for struggling students in Grades 3 - 4
1	1	4	Provide iStation intervention for both remediation and acceleration of kinder through 5th graders
1	1	8	Provide reading practice program for third grade students (Learning A-Z Raz Kids program for fluency and comprehension - \$100.00/30 student licenses x 2 teachers = \$200.00)
1	2	2	In order to support growth of students' writing, utilize iStation Writing as a work station for identified struggling students
1	3	3	Provide SHARS tutorial support related to STAAR math/reading performance for struggling students in Grades 3 (3 days/week/4 hours/day)
1	3	4	Monitor performance of African American students, Special Ed students, and ELL students on unit assessments, and assign to targeted intervention group
1	3	5	Provide Title 1 tutorial support related to STAAR math performance for struggling students in Grades 4 and 5 (3 days/week/6 hours/day)
1	3	6	Provide Exemplar Lesson Library to kinder - 5th grades math teachers to develop students' problem solving abilities
1	3	7	Purchase selected math manipulatives including 100s charts, magnetic digits, and ten frames for use in math lessons
1	4	2	Track performance of Hispanic, Special Education, ELL, and Economically Disadvantaged students on Science unit assessments and benchmarks for identification of struggling students needing intervention
1	4	6	Purchase Science study resources in preparation for STAAR performance (Forde-Ferrier - \$20/book x 62 book plus shipping 15%)
1	17	1	Recognize grade level attendance on bulletin board and through school announcements
1	17	2	Provide quarterly attendance incentives to students with no absences and less than 3 tardies
1	17	3	Provide semester attendance incentives to students who earned perfect attendance during the semester - Fall and Spring
1	21	1	Conduct monthly RtI meetings to review data from Eduphoria on students' performance in Reading, Math, Science and Writing.

Goal	Performance Objective	Strategy	Description
1	22	2	Utilize TAIS Pulse Quarterly Report to monitor status of the campus.
2	6	1	Provide social skills lessons on bullying prevention and schoolwide expectations
2	6	2	Continue character education (Matador Challenge Club) to encourage safe and nurturing school environment
3	5	2	Support student achievement with mentor students from TLU

## 2: Schoolwide Reform Strategies

Goal	Performance Objective	Strategy	Description
1	3	3	Provide SHARS tutorial support related to STAAR math/reading performance for struggling students in Grades 3 (3 days/week/4 hours/day)
1	10	2	Provide targeted intervention based on data during grade level intervention period
1	22	3	Conduct Leadership Learning Committees (CLC) to plan for Teacher Learning Committees (TLC) to improve instruction

## 3: Instruction by highly qualified professional teachers

Goal	Performance Objective	Strategy	Description
1	5	1	Integrate Social Studies curriculum into the ELA instructional block
1	9	1	All identified GT students will participate in district GT curriculum activities
1	12	1	Conduct quarterly meetings to monitor performance of all students identified as Migrant, and create instructional plan of support as needed
5	1	1	Review and maintain list of teachers' teaching credentials to ensure 100% Highly Qualified

## 4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Research based professional development was provided to teachers through staff development by both outside consultants, campus administrators/instructional assistant, and district based trainers.

Goal	Performance Objective	Strategy	Description
1	5	1	Integrate Social Studies curriculum into the ELA instructional block
1	9	1	All identified GT students will participate in district GT curriculum activities
1	12	1	Conduct quarterly meetings to monitor performance of all students identified as Migrant, and create instructional plan of support as needed
5	1	1	Review and maintain list of teachers' teaching credentials to ensure 100% Highly Qualified

**5: Strategies to attract highly qualified teachers**

Goal	Performance Objective	Strategy	Description
1	19	1	Provide training in instructional strategies including Fundamental Five, PLC, RtI and PBIS to improve instructional success
1	19	2	Assign specific new teachers to district provided literacy training to development skills in teaching reading
1	19	3	Provide staff development to train teachers in increasing student talk in the classroom in all content areas (Math Discourse by Tessa Cain, Instructional Coach)
1	19	5	Instructional Coach will provide professional development and instructional support for teachers to improve student performance
1	22	1	Maintain a Campus Performance Objective Committee (CPOC) that will meet quarterly to assist in the decision making on the campus.
2	4	2	Utilize district offered climate survey to staff to determine areas of concerns; create plan of action on those concerns (TIP)
5	2	1	Assign New Teacher Mentor to support teachers new to the profession/school or district

**6: Strategies to increase parental involvement**

Goal	Performance Objective	Strategy	Description
1	14	2	Conduct Field Day for all grade level students while encouraging parents to attend and also participate in activities
1	22	1	Maintain a Campus Performance Objective Committee (CPOC) that will meet quarterly to assist in the decision making on the campus.
3	1	1	Utilize Parent Center to offer parent classes to provide academic/parenting skills/behavior support



Goal	Performance Objective	Strategy	Description
3	1	2	Conduct meeting in which parents jointly develop and review the parental involvement policy and the school-parent compact.
3	2	1	Utilize Parent Liaison to recruit parents to participate in schoolwide events
3	2	2	Provide meaningful activities such as parent conferences, library nights, academic preparation nights, behavior intervention trainings, family CATCH events, and family movie nights to engage parents in school events
3	3	1	Advertise school and district activities through multiple approaches of communication including FaceBook, School Messenger, Seguin Gazette, and flyers sent from school
3	4	1	Advertise district activities through release of flyers, information on social media, and School Messenger calls
3	5	1	Invite local community representatives to participate in campus Career Day

**7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

Goal	Performance Objective	Strategy	Description
1	22	4	Participate in transition meeting with the Principal from Ball ECC to discuss transition needs of students from PreK to Kinder.

**8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

Goal	Performance Objective	Strategy	Description
1	8	1	Monitor performance of Special Education students through review of grades, schedule and performance on unit assessments
1	10	1	Identify all At-Risk students on the campus Data Wall and monitor their progress
1	10	2	Provide targeted intervention based on data during grade level intervention period
1	12	1	Conduct quarterly meetings to monitor performance of all students identified as Migrant, and create instructional plan of support as needed
1	18	1	Monitor performance of students who scored Level III on last year's STAAR Reading, and Math by tracking their performance on unit assessments and Benchmarks, and creating plan of intervention as needed

Goal	Performance Objective	Strategy	Description
1	20	1	Utilize teacher developed data squares over student performance data gathered after unit assessments to monitor student progress including those achieving Commended status
1	21	1	Conduct monthly RtI meetings to review data from Eduphoria on students' performance in Reading, Math, Science and Writing.
1	22	1	Maintain a Campus Performance Objective Committee (CPOC) that will meet quarterly to assist in the decision making on the campus.

**9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

Goal	Performance Objective	Strategy	Description
1	1	1	Engage Kinder through 5th grade Reading/Writing teachers in weekly collaborative planning of Tier 1 instruction.
1	1	2	Conduct RtI meetings through grade level TLC each month focusing on students who are struggling to meet the expectations of core reading and writing instruction; plan for interventions as appropriate for the needs of students.
1	1	3	Provide tutorial support related to STAAR reading performance for struggling students in Grades 3 - 4
1	1	4	Provide iStation intervention for both remediation and acceleration of kinder through 5th graders
1	1	5	Provide intervention support through k - 5 grade level intervention block with the use of the campus Intervention Specialist
1	1	8	Provide reading practice program for third grade students (Learning A-Z Raz Kids program for fluency and comprehension - \$100.00/30 student licenses x 2 teachers = \$200.00)
1	2	2	In order to support growth of students' writing, utilize iStation Writing as a work station for identified struggling students
1	3	1	All math teachers engage in weekly curriculum planning of lessons and instructional strategies with Instruction Coach
1	3	2	Conduct RtI meetings each month focusing on students who are struggling to meet the expectations of core math instruction; plan for interventions as appropriate for the needs of students
1	3	3	Provide SHARS tutorial support related to STAAR math/reading performance for struggling students in Grades 3 (3 days/week/4 hours/day)

Goal	Performance Objective	Strategy	Description
1	3	4	Monitor performance of African American students, Special Ed students, and ELL students on unit assessments, and assign to targeted intervention group
1	3	5	Provide Title 1 tutorial support related to STAAR math performance for struggling students in Grades 4 and 5 (3 days/week/6 hours/day)
1	3	6	Provide Exemplar Lesson Library to kinder - 5th grades math teachers to develop students' problem solving abilities
1	4	1	Conduct RtI meetings each month focusing on students who are struggling to meet the expectations of core science instruction; plan for interventions as appropriate for the needs of students.
1	4	2	Track performance of Hispanic, Special Education, ELL, and Economically Disadvantaged students on Science unit assessments and benchmarks for identification of struggling students needing intervention
1	6	1	Conduct quarterly meetings to monitor performance of all students identified as Special Education/504/Dyslexia/LEP, and create instructional plan of support as needed
1	6	2	Provide support through Title 1 services offered by Instructional Coach, Title 1 Instructional Assistant, and Class Size Reduction Teacher
1	7	1	Conduct quarterly meetings to monitor performance of all ELL students (denials) in areas of academics and attendance, and to create intervention plans as needed based on data
1	8	2	Provide additional academic support for Special Education students in grades 3rd - 5th with tutor (4 days/week, 3.5 hours/day)
1	9	2	Monitor performance of GT students on unit assessments, benchmarks and STAAR to ensure Level III performance (TIP)
1	9	3	Engage GT students in targeted intervention to increase reading and math performance on general assessments, benchmarks and STAAR
1	10	1	Identify all At-Risk students on the campus Data Wall and monitor their progress
1	10	2	Provide targeted intervention based on data during grade level intervention period
1	11	1	Train all teachers related to McKinney Vento requirements and methods for supporting students who qualify. Complete training in faculty meeting
1	11	2	Conduct quarterly meetings to monitor performance of all students identified under McKinney Vento, and create instructional plan of support as needed
1	12	1	Conduct quarterly meetings to monitor performance of all students identified as Migrant, and create instructional plan of support as needed
1	16	1	Utilize Technology Specialist to model use of technology in classroom instruction

Goal	Performance Objective	Strategy	Description
1	16	3	Utilize technology based programs including iStation and Think Through Math to accelerate students' academic performance (TIP)
1	22	3	Conduct Leadership Learning Committees (CLC) to plan for Teacher Learning Committees (TLC) to improve instruction

**10: Coordination and integration of federal, state and local services and programs**

Goal	Performance Objective	Strategy	Description
1	11	1	Train all teachers related to McKinney Vento requirements and methods for supporting students who qualify. Complete training in faculty meeting
1	11	2	Conduct quarterly meetings to monitor performance of all students identified under McKinney Vento, and create instructional plan of support as needed

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ellen McCarty	Instructional Assistant		1
Jessica Ehlers	Interventionist		1
Meaghan Tawil	Instructional Coach		1