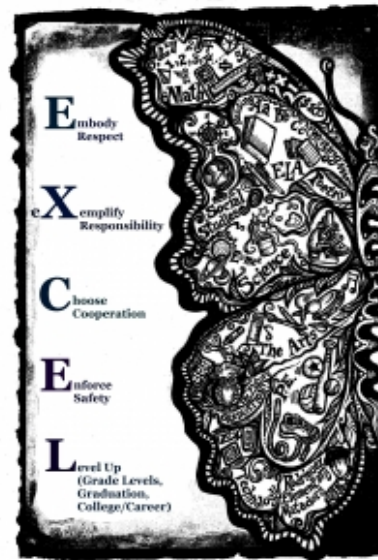


# Seguin Independent School District

## Rodriguez Elementary School

### 2017-2018 Campus Improvement Plan



# 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 Rodriguez 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

**"Yes We Can, EXCEL" at Rodriguez Elementary! Rodriguez Elementary is Kinder through 5th Grade campus within Seguin ISD. The campus enrollment is approximately 550 students. The ethnic breakdown is 78% Hispanic, 9% White, 8% African American and 4% other. Of the 550 students, 82% students are eligible to receive free or reduced meals; 9% receive Special Education services; 27% receive BE/ESL services; 6% receive GT services; 45% are at-risk and 1% are migrant.**

### Demographics Strengths

#### Demographic Strengths

- Consistency in sub-populations year to year
- Attendance rate consistently falls around 95%
- Low retention rates
- In grades 3-5, our sub-populations are comparable to state passing percents
- Istation and TEMI show growth for all sub-populations

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** There is a need to strategically target students in multiple categories to increase scores. **Root Cause:** Strengthen vertical alignment including data review and teacher training to include strong ELL and bilingual trained staff.

## Student Achievement

### Student Achievement Summary

The current state accountability system, in place since 2013, is an index system that measures Student Achievement, Student Progress, Closing Performance Gaps, and Post-secondary Readiness. Accountability ratings of "Met Standard" or "Improvement Required" are assigned to campuses and districts based on the scores earned in each index. Rodriguez Elementary has earned a "Met Standard" rating since 2013, despite increasing standards each year.

Campuses that receive an accountability rating of "Met Standard" are eligible for earning Distinction Designations. Rodriguez earned three distinctions in 2014 for Reading ELA, Science and Top 25% Closing performance gaps. Rodriguez also earned two distinctions in 2016 for Closing Performance Gaps and Postsecondary Readiness.

An additional component of the accountability system is the System Safeguards. The system safeguard report shows performance disaggregated by the seven race/ethnic groups, along with special ed, ELL and Economic Disadvantaged student groups. The purpose of system safeguards is to ensure that substandard performance in one or more areas by one or more student groups is not disguised by higher performance in other areas or by other student groups. The passing target for systems safeguards in 2015 was 60%.

Rodriguez Elementary 2014 met 100% all safeguards. In 2015, reports show that Rodriguez met 88% of safeguards. Areas needing improvement were Economically Disadvantaged and Hispanic writing. In 2016 and 2017 the % met of System Safeguards were 90% and 87% respectively. Writing remains the area of most concern with reading for Special Education and ELL students also showing as an additional concern. Science made an increase in System Safeguards from 2016 to 2017.

A 3-year longitudinal summary for each subject is noted below. The scores are the overall performance in each subject as recorded in the TEA State Accountability Student Achievement Data Table. The source of this data is from Pearson summary reports, STAAR Test version only. Sub-populations are also noted on these reports.

Reading 2017 2016 2015

Overall 72 77 78

Math 2017 2016 2015  
Overall 78 86 X

Writing 2017 2016 2015  
4th Grade 60 60 62

Science 2017 2016 2015  
5th Grade 69 64 70

For a more detailed report with disaggregated data, please see the addendum for a copy of the 2016-17 Texas Academic Performance Report.

### **Student Achievement Strengths**

- In the "All Students" category of the System Safeguards, all subjects are at or above the "State Target"
- Science Data is on the upward trend
- In All Subjects, Reading, Math students in subgroups for AA, H, and ED are within 5% points of the "All Students" performance scores
- In Writing and Science, the same subgroups are within 9% points of the "All Students" performance ratings

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

**Problem Statement 1:** Overall student scores are consistent and stable but do not show the growth and gains desired. **Root Cause:** There is a need for an emphasis on pre-requisite skills especially in reading since reading affects all subjects with intensive, intentional strategies.

## School Culture and Climate

### School Culture and Climate Summary

Rodriguez maintains a safe and secure environment for all individuals and promotes a positive and successful learning environment. To support this effort, the campus actively participates in the Safe & Civil School Committee meetings with local resources and campus administrators. We have implemented No Place For Hate and the Matador Challenge Club. The campus continues to effectively implement of Positive Behavior Intervention Supports (PBIS) initiatives daily through morning assembly, Social Skills and counselor lessons. As part of Morning Assembly, the counselor presents "Words of Wisdom" to promote Character Education and remind students that the 'choice is mine' in life. RtI strategies are in place as well as support from distinct and community resources.

### School Culture and Climate Strengths

- Annual PBIS and classroom management training for all new teachers in addition to offered behavior training for existing teachers to provide consistent implementation of PBIS (Tier 1) and Bridges (Tier 2) across the district.
- District and campus administrators are provided annual and recurring training on RtI strategies and procedures.
- Increased coordination with local law enforcement, emergency management and mental health services as evidenced by regularly attended meetings and developed plans for improvement to the District Emergency Operations Plan.
- District-wide recognition by the Anti-Defamation League for No Place For Hate, an anti-bullying platform.
- District-wide ALICE training.
- Campus Representation on Superintendent Task Forces.
- Annual Campus survey shows 90% or better favorable responses from parents.
- Rodriguez annually conducted Benchmarks of Quality surveys through 2016 (not conducted by District in 2017) completed by all campuses through Region 13 with results showing consistently strong implementation of Tier 1 PBIS in elementary schools.
- Climate Survey was conducted for the staff.
  - The School Quality Survey for Staff for 2015-16 resulted in 90% or better in all dimension scores. (92% Academic Support, 95% Student Support, 90% School Leadership, 96% Family Engagement, and 93% Safety and Behavior)
- Through 2017 Parent Liaison to educate parents and encourage positive involvement at campuses to include volunteering and mentoring opportunities. (She left due to pregnancy and was not able to be replaced)

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Refocus on student discipline and behavior to improve school climate. **Root Cause:** Emphasis on PBIS initiatives in 2017 was attendance based so find a better balance between discipline and attendance.



## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

Rodriguez will continue to support teacher retention through:

- be in a safe, supportive environment
- be provided targeted staff development to support new staff
- interview committee made up of a leadership team will offer assistance in the hiring of new staff

### Staff Quality, Recruitment, and Retention Strengths

The district is supporting our campus staff through providing opportunities for teachers and staff for growth

- trailblazers
- aspiring administrators
- aspiring trail blazers

Rodriguez typically has a very low teacher turn over rate.

New teachers are paired with mentor teachers to offer support in both grade levels and content/special program specific support.

### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Teachers, especially new teachers and those needing more growth, need frequent and specific feedback. **Root Cause:** Time and process for leadership team, especially administration to provide adequate support and foster conversations to include Instructional Coach implementing Coaching Cycle.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Seguin ISD utilizes the curriculum documents that are part of the TEKS Resource System including the Year-at-a-Glance (YAG), Vertical Alignment Document (VAD), and Instructional Focus Documents (IFDs). Additional curriculum documents, called Pacing Guides in grades K-5 The Seguin ISD Planning Protocol serves as a backward planning model, based on how students will be assessed, that reinforces the use of both TEKS Resource System and district curriculum documents to plan instruction for all learners. Additional resources for targeted interventions, particularly in Math and Reading, have been identified and are available on the Teacher Resources page of the Response to Intervention (RtI) website. The Rodriguez master schedule allows times for targeted interventions of 45 minutes during the school day.

Instructional delivery is guided by the district lesson plan template and includes a place for teachers to document daily adjustments for differentiated instruction. The lesson plan template also incorporates instructional techniques that have been district initiatives this year, including Fundamental Five, small group instruction, and the Common Instructional Framework. Lead4Ward Resources, including the Instructional Playlist, are used to further guide instruction.

District assessments, including Benchmarks and Curriculum-Based Assessments (CBAs) are created using released STAAR or STAAR-like questions that align to both the written and taught curriculum. Assessment results are disaggregated and analyzed using various reports and views in Eduphoria Aware, including the Lead4Ward suite of reports, and the data is subsequently used to adjust instruction and intervention practices. Data analysis processes are utilized at both the campus (TLC) and district levels through a professional learning community (PLC) format. Additional data reviews occur with Istation, TEMI and F&P levels, etc

As a campus, Rodriguez uses common assessments for K-2 to progress monitor both student and teacher growth. Additionally this year Kinder, 1st grade and Resource teachers will utilize ESGI Assessment platform to help monitor and track student progress.

### **Curriculum, Instruction, and Assessment Strengths**

#### **CURRICULUM**

- Seguin ISD utilizes the TEKS Resource System curriculum resources, including Year-at-a-Glance (YAG) and Instructional Focus Documents (IFDs), in foundation content areas.
- The Seguin ISD Planning Protocol, based on a backward design planning model, reinforces the use TEKS Resource System curriculum resources
- District-developed Unit-at-a-Glances (UAGs) and Pacing Guides provide further curriculum support for teachers in core content areas
- Implementation of Dyslexia Program

#### **INSTRUCTION**

- 
- Instructional delivery part of the district lesson planning document, for both elementary and secondary
  - Data analysis at campuses and district level are used to reflect and gather support for student achievement and to make instructional decisions
  - Instructional focus for the year is the Guided Reading and Guided Math process, to include LLI for reading intervention.
  - The PLC model was implemented to improve instructional practices (called TLC at campus level)
  - Developed district grading guidelines for the current school year
  - Rodriguez will continue to focus on small group instruction, the Fundamental Five, CIF strategies and utilization of the Instructional Playlist
  - Vertical Alignment continues to be a point of emphasis with reading, writing and math as the focus

## **ASSESSMENT**

- District Benchmark and Curriculum Based Assessments (CBAs) - using released STAAR or STAAR-like test questions – were administered in all tested grade levels to monitor student achievement
- Checkpoints were also used to monitor performance within a shorter time frame (3 weeks)
- A district assessment calendar was created to include Benchmark and Curriculum-Based Assessments and screening windows for Math and Reading universal screeners
- Assessments were scanned into a data system and results were disaggregated and analyzed to make decisions regarding instruction and intervention needs
- Istation reports will be used to assess K-2 intervention needs
- Rodriguez common assessments will monitor individual student and classroom growth

## **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** There is a need for strengthened vertical and horizontal alignment. **Root Cause:** For the 2017 school year the PLC vertical alignment meetings were focused on Comprehension Toolkit strategies and professional development therefore narrowing the vertical alignment conversations as a campus.

## Family and Community Involvement

### Family and Community Involvement Summary

Through 2017, part-time parent liaisons support campuses to increase the amount of parents participating in meaningful activities that directly support students. During the 2018 school year, this role will have to be absorbed by the leadership team with the support of long-time instructional aide, Ms. Lozano that has deep connections with the community.

Parents and community members are part of the DEIC, CPOC, Superintendent Task Forces, and therefore have opportunities to be involved in campus decisions.

Furthermore, the community has strong ties with the school district. A multitude of events throughout the year support families and community involvement within the community.

The campus will conduct a comprehensive HB 5/Title I Parent and Community Involvement survey at the end of the spring semester, in order to gather data on parent and family perceptions of school services, participation in school events and engagement in school/community activities.

Rodriguez utilizes the phone messenger, Remind 101, twitter, flyers, webpage, and other media (English & Spanish) to inform parents of district, school or grade level events.

### Family and Community Involvement Strengths

- Rodriguez will enlist the support of local businesses and organizations (i.e., Texas Lutheran College, RSVP America Reads, Briese PALS....) to support students
- Materials sent home are in both Spanish and English in order to effectively communicate with the Spanish-speaking citizens as well as translation on district website.
- Rodriguez will host family events throughout the school year (i.e. literacy/math nights, science fairs, state assessment info sessions, etc.).

### Problem Statements Identifying Family and Community Involvement Needs

**Problem Statement 1:** How can we improve our parent feedback to improve our relationship with families and therefore support student growth. **Root Cause:** There is a need to increase the accessibility of the district and campus climate surveys to all families by making technology more available and ensuring the surveys are 'user friendly', come in all languages and that we provide support.

## School Context and Organization

### School Context and Organization Summary

The Board of Trustees approved district goals centered on 5 areas: Student Achievement, a Safe Nurturing Environment, Family Involvement and Community Engagement, Operational Effectiveness and Efficiency, and Human Resources. In addition, the district outlined expectations for district level (District Educational Improvement Council) and campus level (Campus Performance Objective Committee) improvement committees to meet on a regular basis to develop and review progress. All campuses incorporate the Board Goals into their respective Campus Improvement Plans. Both the district (District Leadership Committee) and campuses (Campus Leadership Committee) conducted Texas Accountability Intervention System (TAIS) continuous improvement meetings to develop and review their Targeted Improvement plans.

The district has also initiated a focus on the Master Schedule process. Master Schedule Framework and development emphasize: instruction, Special Education Co-Teach alignment, common planning for SPED and Core teachers, designated Response to Intervention times and programs, PLC time, Dyslexia services, English Language Learners support, Gifted and talent services, and college and career opportunities. The early College High School delineated pathways aligned to the House Bill 5 Endorsement requirements. To build instructional capacity, the district places a strong emphasis on the development of teacher leadership and PLCs, including: the Trailblazer Instructional Leadership positions, Instructional Coaches, and academies to build principal instructional leadership.

Data sources are identified and progress communicated through scheduled TAIS meetings. A Year in Review will be conducted to analyze and discuss findings, identify root causes, and develop SMART goals for the 2017-2018 school year.

### School Context and Organization Strengths

- TLCs are built into the Master Schedule emphasizing the adopted Common Instructional Framework and Fundamental 5 instructional model with emphasis on Instructional Playlist
- Framework for Student Success is establishing an effective teacher in every classroom, and effective principal at every campus, rigorous and relevant instruction, and data-based Accountability

### Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** How is adequate time devoted to subjects in which students perform poorly. **Root Cause:** There are too many resources that can become overwhelming and excessive so how can we narrow the focus and also utilize para staff to best support needs.

# Technology

## Technology Summary

Technology is a resource, the use of which is driven by the curriculum, instruction, and assessment. Technology is used to plan, deliver, monitor progress, perform administrative tasks, provide access to information /learning tools, create and more. Current technology consists of teacher computers in every classroom, 3 student computers in core classrooms, 10 iPads in core classrooms, campus and library labs, office desktops, laptop carts, iPad/carts, ENO boards in some classrooms, wireless access, digital projectors, document cameras, calculators, multimedia tools (cameras, video cameras), ereaders, robotics, printers. The network provides good speed and reliability. Professional development is widely available to meet the diverse needs of teachers, and the STaR Chart shows the level of proficiency for staff and students ranging from Advanced to the Target level of implementation.

Technology plays a key support role during work stations while teachers conduct Guided Reading and Guided Math portions of their lesson, The technology allows for student specific supports as programs such as Istation strategically guide students within their programs to areas of need to reinforce and support skills.

The Rodriguez technology teacher also is very intentional and strategic in her technology lessons to support grade level and campus needs as she meets with students each week.

## Technology Strengths

- Campus staff has a willingness to explore and implement new ideas/programs using technology
- The level/quality of technical support is strong
- There are a variety of types and topics of professional development offerings to meet the needs of teachers and staff.
- There is enthusiasm and willingness of teachers to try new things
- There is an emphasis on creating with digital tools
- There is technology in classrooms for student use and shared use of labs and carts
- Campus administrators are proponents for technology use in the classrooms
- Afterschool robotics club offered
- Every campuses have a Library Media Specialist to support literacy and digital literacy
- Technologist is knowledgeable, helpful, and supportive for classroom teachers

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** In-class integration of technology is a challenge with current scope and sequence of TEKS. **Root Cause:** Teachers could benefit from

ease of access and trainings to easily integrate technology into lessons.

# Comprehensive Needs Assessment Data Documentation

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



# 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, Seguin ISD will show an increase in the Student Achievement and the Closing the Gap domains.

**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
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Continue to utilize TEKS Resource System documents (YAG, IFD, TVD, VAD) within Planning Protocol process led by IC/Trailblazers/Team Leads during weekly TLCs and grade level planning sessions to provide standards-based instruction in all core classrooms.</p>	4, 8, 9	Campus Administration, Instructional Coach	Assessment Data				
<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) After review of BOY Univeral Screener and prior year STAAR data, identified students are purposefully scheduled into intervention supports during daily intervention time.</p>	8, 9	Campus Leadership Team, Reading/Dyslexia Teacher, GT/Librarian, Grade Level Teams	Assessment Data				

<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>3) Reading teachers participated in K-3 Literacy Plan professional learning which included strategies for the successful implementation of Guided Reading, work stations, personalized and data driven intervention and enrichment. Follow up TLCs and PLCs will provide support for implementation with fidelity.</p>	2, 4, 7, 8	Instructional Coach, Administration	Walkthrough Data, Data Analysis, Lesson Plans, TLC/PLC Agendas				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>4) Utilize the role of Trailblazers (K/1, 2/3 and 4/5) to support Vertical Alignment Coordination within the campus. Trailblazers serve to model effective instruction, facilitate TLCs and PLCs and review data.</p>	2, 7, 9	Campus Administration, C&I Support Staff, Trailblazers	Master Schedule, TLC/PLC Agendas, Data Review, Walkthrough Data				
<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>5) On-going professional development will support alignment in assessing F&amp;P Reading Levels with fidelity. Teachers will review expectations for formal and informal Running Record collection and the data will be reviewed for the BOY, MOY and EOY.</p>	2, 4, 5, 7, 8	Trailblazers, Instructional Coach, GT Teacher, Reading/Dyslexia Interventionist, Administration	TLC/PLC Agenda/Sign-ins, Data Collection, Walkthrough evidence				
<p><b>Critical Success Factors</b> CSF 2 CSF 4 CSF 7</p> <p>6) Continue to provide access to support and enrichment in educational resources such as Mentoring Minds, ESGI, Comprehension Toolkit, Guided Math Unit Sets (R. Tundstell), Reading A to Z, Leveled Literacy Intervention, etc.</p>	9	Teachers, Reading/Dyslexia Teacher, Instructional Coach, Administration	Resources Utilized, Lesson Plans, Walkthrough Evidence, Data Review				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>7) Provide a specific TLC for Comprehension Toolkit Strategies for new staff and optionally as a review for returning staff.</p>	2, 4, 9	Instructional Coach, Trailblazers	TLC Agenda, Walkthrough Evidence				

<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>8) Provide 'Mentor Sentence' and 'Sentence Weathering' training in August PD in order to support vertical alignment of writing initiatives. Mentor sentences are expected to be conducted daily.</p>	2, 7, 9	4th Grade LA teachers, K/1 Trailblazer, Instructional Coach, Administration	PD Agenda, Handouts and Sign-in, Walkthrough Observations				
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>9) Continue campus-wide phonological awareness and/or phonics based activity implemented daily in all reading classes with support for K/1 by Specials Team.</p>	7, 8, 9	K-5th Reading Teachers, Specials Teachers, Instructional Coach, Administration	August PD Agenda, Walkthrough Evidence				
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>10) Continue K-5th Writing Folder with common prompts for six week writing samples collection campus wide. The writing folder will travel with students grade level to grade level. Common writing expectations for all students within the same grade level will be expected.</p>	2, 8, 9	Leadership Team, Team Leaders	Writing Folder Samples				
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>11) Continue Rockin' Rodriguez Grammar folders that move grade levels with students. Students emphasize grammar proofs as they are introduced. Students are able to see those that are reoccurring as well as those that are pending in the coming years.</p>	9	Leadership Team, Teachers	Grammar folder by student				
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>12) Reading/Dyslexia Interventionist will utilize LLI (F&amp;P) as part of her intervention and support. The R/D teacher will train other staff to implement LLI with readers during GR time, to include Resource teacher and any Title I tutors.</p>	4, 7, 9	Reading/Dyslexia Teacher, Instructional Coach, Resource Teacher, Possible Title I Tutors, Administration	LLI Lessons implemented, Walkthrough Evidence, Agenda for LLI TLC				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>13) Bilingual Teachers will continue to update the PLD in each student's Bilingual Folder. This process will be conducted at the BOY, MOY and EOY. The data recorded will help guide the next year's teachers and streamline consistent implementation of designated supports as needed. Additionally, the data included could help guide intervention/enrichment.</p>	3, 4, 8	Bilingual Teachers, Leadership Team	TLC Agenda, Bilingual Folders per student				
<p align="center"><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>14) Bilingual teachers will utilize "On Our Way To English" during intervention to support the Bilingual students.</p>	8, 9	Bilingual Teachers, Bilingual C&I Support Staff, Leadership Team	Lesson Plans, Walkthrough Evidence				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>15) Utilize the Reading/Dyslexia teacher, Bilingual Aides, Title I Aides, SE staff, Instructional Coach, GT Teacher, Librarian and other staff to support interventions and enrichment within the intervention schedule. Student data will drive the intervention assignments and assigned personnel to focus on growth for all.</p>	8, 9	All staff, Title I Tutors	Intervention Schedule, Specialists Schedule				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>16) Utilize district Title I Funds to fund an Instructional Coach and Title I Aide to provide supplemental instructional services for all students.</p>	9	Campus Administration	Job Description, Daily Schedule				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>17) Periodically measure student progress and adjust instruction accordingly utilizing auxiliary staff funded through Title I funds.</p>	8, 9	Administration, Instructional Coach, Teachers and Instructional Aides	Student Data Review, Teacher Reflections, Support Schedules				

<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>18) K/1 Bilingual teachers and the Reading/Dyslexia interventionist will attend Estruita training at CO in September and will begin immediate implementation to strengthen Spanish skills to support the transition to English. Training will be shared with 2nd/3rd grade Bilingual teachers to utilize for intervention with students needing support in this area.</p>	4, 7, 8, 9	Bilingual K/1 Teachers, Reading/Dyslexia Teacher, 2/3 Bilingual Teacher, Administration	Evidence in Walkthroughs and Planning, Student Data, ETG progress				
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 = 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 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.

**Evaluation Data Source(s) 2:** Cohort data, CTE program data, Early College High School program data, TSIA performance data, local and state assessment data, failure reports

**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 2 CSF 6</p> <p>1) Promote teacher recommendations for GT testing in order to afford the opportunity of a more diverse GT population within the campus. The GT teacher will support teachers in identifying characteristics for potential GT students.</p>	4	GT Teacher, Classroom Teachers, Administration	More GT referrals including diversity				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6</p> <p>2) GT Teacher will partner with the Librarian to implement advanced academic support for 4th and 5th graders on days during which the GT teacher is serving her other campus. The librarian will supplement advanced academic lessons with the GT students on days when the GT teacher is on her other campus. When space allows, other advanced students may join this group.</p>	2, 8, 9	GT Teacher, Librarian	GT Teacher and Librarian schedules, Evidence of student work, PBL outcomes				
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>3) Provide opportunities for involvement in advanced academic co-curricular events such as Math Bee, Science Fair, UIL, etc</p>	8, 9	Teachers, Administration	Sign up sheets, Team Rosters for all events				

<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>4) Guided Reading and Guided Math should focus on enrichment lessons when appropriate to strengthen advanced academic skills.</p>	9	Classroom Teachers, Leadership Team	GR/GM Lesson Plans, Data Review				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>5) TLC Data Reviews will include an emphasis on advanced level performance percentages as a priority.</p>	9	Classroom Teachers, Instructional Coach, Administration	Data Review, TLC Agenda				

 = 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 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	Title I	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) Promote healthy food options within the GO, WHOA, SLOW campaign and in partnership with food service. Emphasis on the salad bar options are made based on the HEB salad bar donation.</p>	7, 8	CATCH Team, Administration	CATCH TEAM Agendas, Signage in Cafeteria and Gym, Lunch Service Lines				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) Form a CATCH Team that plans, organizes and promotes healthy living choices such as health nights, being active campaigns, etc.</p>	6	CATCH Team, Leadership Team	CATCH Activities, Flyers, Sign-in Sheets				
<p><b>Critical Success Factors</b> CSF 6</p> <p>3) Ensure consistent implementation of PBIS. Continue to analyze discipline, attendance, climate data at the end of each six weeks and make necessary adjustments to improve areas of concern.</p>	4	PBIS Team, Leadership Team, Teachers	Discipline Data, Attendance Data, PBIS Agendas, Evidence of incentives and adjustments				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>4) PBIS Classroom Based Incentives, Grade Level Team Incentives and Campus Based Incentives incorporated to promote positive decision making in regard to attendance and discipline.</p>	2, 6	PBIS Committee, Leadership Team, Teachers	PBIS Agenda, Notes and Activities as a result of the meetings.				



<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>5) Incorporate and promote the Matador Challenge (MC) Club and initiatives.</p>		Counselor, MC Staff Volunteers, Leadership Team	MC Sign-up, MC Meeting Schedule, MC Initiatives				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>6) Initiate and promote the No Place For Hate Campaign.</p>	6	Counselor, PBIS Committee, Leadership Team	No Place For Hate signature cards, NPFH activities				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>7) Incorporate attendance based incentives at the student, classroom and grade level through PBIS recommendations.</p>		PBIS Committee, Leadership Team, Attendance Clerk	Attendance Data, Attendance Incentive Activities				
<p><b>Critical Success Factors</b> CSF 6</p> <p>8) Conduct Daily Morning Assembly that promotes Social Skills, Celebrations and School Wide Expectations so that they can be reinforced daily by all other staff.</p>		Leadership Team	Daily Agenda for Morning Assembly, Discipline Data Gains, Climate Survey Increase				
<p><b>Critical Success Factors</b> CSF 6</p> <p>9) During Morning Assembly, the counselor will review Words of Wisdom and ask students to "Make the Right Choice, The Choice is Mine"</p>		Counselor	Words Of Wisdom Scripts, Discipline Stats improved, Climate Survey Positive Results				
<p><b>Critical Success Factors</b> CSF 6</p> <p>10) Utilize CICO strategies with most at-risk students. Additionally, assign specified students with a campus mentor.</p>	4	Leadership Team, CICO Team, Mentors	CICO Notes/Schedules, Discipline Data				
<p><b>Critical Success Factors</b> CSF 6</p> <p>11) The counselor will provide guidance lessons to meet the social and emotional needs of students through district curriculum. Additionally, 'lunch bunch' groups will be formed with students with the most need per grade level.</p>		Counselor	Lesson Schedule, Lunch Bunch sign-ins				
<p><b>Critical Success Factors</b> CSF 6</p> <p>12) All teachers will be trained on McKinney Vento, CPS Reporting, Bullying Prevention, etc. to promote meeting the social-emotional needs of our students.</p>		All staff, Leadership Team	Training Sign-ins and/or Training Certificates				

<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>13) 5th Graders will participate in the DARE Program.</p>		<p>DARE staff, 5th Grade Team. Leadership Team</p>	<p>DARE schedule, DARE Essays, DARE Awards Ceremony</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 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 5</p> <p>1) Create an EOP and train the faculty on the plan for all emergencies to include a folder check. Once class lists are finalized (within first weeks of school) copies of updated rosters will be added to the folder.</p>	4	All Staff, Leadership Team	EOP Plan, Drill Schedule				
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) Follow the Fire Drill, ALICE Drill and emergency scenario drill schedule. Record the dates accordingly. Debrief the drills as a leadership team and work to improve them.</p>		EOP Team, All staff, Student Support Services	EOP Plan, Drill Schedule				
<p><b>Critical Success Factors</b> CSF 6</p> <p>3) Conduct ALICE drill scenario with the assistance of the Seguin PD.</p>		Leadership Team, All staff, Seguin PD, Student Support Services	ALICE Drill Conducted, Debrief				
<p><b>Critical Success Factors</b> CSF 2 CSF 6</p> <p>4) Generate a Campus Crisis Team that is trained to support students in need and properly restrain students if absolutely necessary.</p>		Leadership Team, CPC Team, C&I SE and Behavioral Support	CPI Training Sign-in, TBSI Certificates, Restraint Documentation as needed				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>5) Office staff will utilize the Raptor System to sign in guests on a daily basis.</p>	6	Office Staff, Leadership Team	Raptor reports shared with administration as needed, Raptor badges evident on guests				

<p><b>Critical Success Factors</b> CSF 6</p> <p>6) SPVO will purchase walkie radios and earbuds to allow administration, SE staff, office and ends of hallway teachers access to immediate support to ensure student safety.</p>		<p>Leadership team, office staff, SE staff, end of hallway teachers, custodians, etc.</p>	<p>Timely response to student concerns, use each day</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 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:** PEIMS student discipline reports, Campus PBIS team documentation, staff attendance reports, climate surveys

**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) Ensure consistent implementation of PBIS. Continue to analyze discipline, attendance, climate data at the end of each six weeks and make necessary adjustments to improve areas of concern.</p>	4	PBIS Team, Leadership Team, Teachers	Discipline Data, Attendance Data, PBIS Agendas, Evidence of incentives and adjustments				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) PBIS Classroom Based Incentives, Grade Level Team Incentives and Campus Based Incentives incorporated to promote positive decision making in regard to attendance and discipline.</p>	2, 6	PBIS Committee, Leadership Team, Teachers	PBIS Agenda, Notes and Activities as a result of the meetings.				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) Incorporate and promote the Matador Challenge (MC) Club and initiatives.</p>		Counselor, MC Staff Volunteers, Leadership Team	MC Sign-up, MC Meeting Schedule, MC Initiatives				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>4) Initiate and promote the No Place For Hate Campaign.</p>	6	Counselor, PBIS Committee, Leadership Team	No Place For Hate signature cards, NPFH activities				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>5) Incorporate attendance based incentives at the student, classroom and grade level through PBIS recommendations.</p>		PBIS Committee, Leadership Team, Attendance Clerk	Attendance Data, Attendance Incentive Activities				

<p><b>Critical Success Factors</b> CSF 6</p> <p>6) Ensure consistent implementation of PBIS. Continue to analyze discipline, attendance, climate data at the end of each six weeks and make necessary adjustments to improve areas of concern.</p>	4	PBIS Team, Leadership Team, Teachers	Discipline Data, Attendance Data, PBIS Agendas, Evidence of incentives and adjustments				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>7) PBIS Classroom Based Incentives, Grade Level Team Incentives and Campus Based Incentives incorporated to promote positive decision making in regard to attendance and discipline.</p>	2, 6	PBIS Committee, Leadership Team, Teachers	PBIS Agenda, Notes and Activities as a result of the meetings.				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>8) Incorporate and promote the Matador Challenge (MC) Club and initiatives.</p>		Counselor, MC Staff Volunteers, Leadership Team	MC Sign-up, MC Meeting Schedule, MC Initiatives				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>9) Initiate and promote the No Place For Hate Campaign.</p>	6	Counselor, PBIS Committee, Leadership Team	No Place For Hate signature cards, NPFH activities				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>10) Incorporate attendance based incentives at the student, classroom and grade level through PBIS recommendations.</p>		PBIS Committee, Leadership Team, Attendance Clerk	Attendance Data, Attendance Incentive Activities				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>11) The campus will participate in several events such as World Day of Bullying Prevention, Character Education Week, Red Ribbon Week, Unity Day, etc.</p>	6	Counselor, Leadership Team	Flyers for Events, Pictures and media aligned to the themes for the days				



 = 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 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 CSF 6</p> <p>1) Conduct a Parent Survey during registration and again at the EOY to assess the climate of the campus for our parents and families.</p>	6	Technologist, CNA Parent Involvement Committee, Leadership Team, Parents	Survey Results				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) Promote and encourage parent volunteers through a sign-up process during Registration, Meet the Teacher and Open House.</p>	6	SPVO Volunteers, Leadership Team	SPVO Volunteer Forms				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) Plan, publicize and promote parental/family involvement opportunities related to academic, social-emotional, etc. through Phone Messenger, Flyers, Remind 101, etc (sent in both languages)</p>	6	Leadership Team, Specials Team	Evidence of events through Phone Messenger record, Flyers, etc.				
<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 2: PUBLIC RELATIONS & COMMUNICATIONS:** Promote Seguin ISD 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:**

**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 5 CSF 6</p> <p>1) Utilize various methods of communication such as Phone Messenger, Remind 101, flyers, marquee, etc.</p>	6	Administration, Leadership Team, Specials Team	Scripts and/or flyers of messages				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) Utilize the SPVO provided TV in the front office to display important information for upcoming events.</p>	6	Leadership Team, Specials Team	Evidence of TV being utilized each day				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) Seek parent input on the Parent Involvement Policy, Parent-Teacher Compact and CPOC Meetings</p>	6	Leadership Teams, Parent Volunteers	Sign-in Sheets				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>4) Utilize Rodriguez Twitter posts to promote a positive climate and share all the good things happening within the school.</p>	6	Campus Technologist, Leadership Team, Individual teachers	Increased Climate Survey results				
<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 3: PARTNERSHIPS:** Foster business and community partnerships through active participation in community-based opportunities and events.

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

**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 5 CSF 6</p> <p>1) Partner with Teatro de Artes de Juan Seguin Ballet Folklorico to teach our students a performance for the Fall Carnival. The performance will help our students and families celebrate cultural diversity.</p>	6	Music Teacher, Administration, Teatro staff	Specials Schedule adjustment, Performance				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) Participate in both the Mid-Texas Symphony performances and the Children's play at SHS. Additionally, students will be exposed to performances by the Mariachi Matadors and AJB Band/Choir during the school year.</p>	6	Fine Arts staff district wide, Administration	Permission Slips, Transportation Schedule,				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) 5th Graders will participate in the DARE Program.</p>		DARE staff, 5th Grade Team. Leadership Team	DARE schedule, DARE Essays, DARE Awards Ceremony				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>4) Continue to offer the TLU Music Outreach program on the campus.</p>	6	TLU Staff, Music Teacher, Administration	TLU Music Outreach flyer, schedule and concert				
<p><b>Critical Success Factors</b> CSF 6</p> <p>5) Partner with TLU Men's Soccer for mentoring relationship. TLU students visit classrooms and help with reading, math facts and/or other tasks as requested by the teacher. Additionally, the TLU Men's soccer help the campus conduct a soccer camp.</p>		TLU Men's Soccer, Leadership Team. PE Team, All Teachers	TLU Soccer Schedule for Rodriguez				

<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>6) Ensure hands-on opportunities for students through on campus labs as well as off-campus experiences such collaboration with the Irma Lewis SOLC, HEB Camp, Red Barn, etc.</p>	6	Leadership Team, Teachers, Support staff at various sites	Agenda from off-site events, Permission slips				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>7) Participate in community partnerships to support instructional efforts on the campus such as RSVP, TLU, AJB PALS, etc.</p>	6	Support Staff, Leadership Team, Teachers	Sign-in Sheets, Data Pull, etc.				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>8) Partner with Connections for the Positive Action program during Specials K-5th Grade.</p>	6	Connections Staff, Specials, Leadership Team	Sign-in Sheets, Agenda Schedule				
<p><b>Critical Success Factors</b> CSF 6</p> <p>9) Partner with SISD and St. Andrews for weekly Food Bank bags for selected students.</p>		Counselor, Leadership Team, Staff	Survey Cards, Roster List per week				
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>10) Partner with the Agriculture Extension group to bring incubator and eggs to observe life cycles in person.</p>		Ag Extension Agent, Dawn McMillan, Leadership Team	Incubators on campus, student products related to experience, images for web site, etc				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

**Goal 4: OPERATIONAL EFFECTIVENESS & EFFICIENCY: Ensure that the District makes fiscally sound decisions that support student achievement and maintain 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:**

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Campus will operate within provided budget.		Principal	Campus will be within budget for the year				

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

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

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

**Summative Evaluation 2:**

**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 campuses are equitably staffed with effective teachers and administrators.

**Evaluation Data Source(s) 1:** Equity Data Survey (ESSA report), TAPR, Campus benchmark assessments

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Campus will work closely with Central Office Human Resource staff to ensure that all hires are highly qualified and meet the needs of the campus.		Principal	100% highly qualified staff				

**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 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. 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:**

**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 & monitor classroom instruction.

**Evaluation Data Source(s) 3:** Evaluations, Walk-through reports, Student assessments,TAPR

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Principal and Assistant Principal will conduct a minimum of 10 walkthroughs per week.		Principal, AP	Walkthrough feedback, Student Data				
2) Instructional Coach will implement the Coaching Cycle to support personal growth for all staff.		Leadership Team, Instructional Coach	Teacher climate survey gains, student data				
3) TLC and PLC topics will align to the needs of the campus and the staff. Topics will fluctuate on-going based on observations data and vertical conversations.		Leadership Team, Trailblazers, Team Leads	Student assessment gains, campus climate survey increased results				
							

## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	After review of BOY Univeral Screener and prior year STAAR data, identified students are purposefully scheduled into intervention supports during daily intervention time.
1	1	3	Reading teachers participated in K-3 Literacy Plan professional learning which included strategies for the successful implementation of Guided Reading, work stations, personalized and data driven intervention and enrichment. Follow up TLCs and PLCs will provide support for implementation with fidelity.
1	1	5	On-going professional development will support alignment in assessing F&P Reading Levels with fidelity. Teachers will review expectations for formal and informal Running Record collection and the data will be reviewed for the BOY, MOY and EOY.
1	1	8	Provide 'Mentor Sentence' and "Sentence Weathering' training in August PD in order to support vertical alignment of writing initiatives. Mentor sentences are expected to be conducted daily.
1	1	9	Continue campus-wide phonological awareness and/or phonics based activity implemented daily in all reading classes with support for K/1 by Specials Team.
1	1	10	Continue K-5th Writing Folder with common prompts for six week writing samples collection campus wide. The writing folder will travel with students grade level to grade level. Common writing expectations for all students within the same grade level will be expected.
1	1	11	Continue Rockin' Rodriguez Grammar folders that move grade levels with students. Students emphasize grammar proofs as they are introduced. Students are able to see those that are reoccurring as well as those that are pending in the coming years.
1	1	12	Reading/Dyslexia Interventionist will utilize LLI (F&P) as part of her intervention and support. The R/D teacher will train other staff to implement LLI with readers during GR time, to include Resource teacher and any Title I tutors.
1	1	14	Bilingual teachers will utilize "On Our Way To English' during intervention to support the Bilingual students.
1	1	18	K/1 Bilingual teachers and the Reading/Dyslexia interventionist will attend Estruita training at CO in September and will begin immediate implementation to strengthen Spanish skills to support the transition to English. Training will be shared with 2nd/3rd grade Bilingual teachers to utilize for intervention with students needing support in this area.
1	2	4	Guided Reading and Guided Math should focus on enrichment lessons when appropriate to strengthen advanced academic skills.

## Campus Performance Objective Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Allison Seidenberger	Principal
Administrator	Robert Arriola	Assistant Principal/Bilingual
Instructional Coach	Cassie Koehler	Instructional Coach
Counselor	Yuvia Henry	Counselor/Bilingual
Librarian	Jackie Silvius	Librarian
Classroom Teacher	Rose Rodriguez	Reading/Dyslexia/Bilingual Teacher
Classroom Teacher	Kelsey Sage	SE Facilitator
Classroom Teacher	Deborah McCabe	SE Resource
Classroom Teacher	Madison Worthy	K Representative
Classroom Teacher	Kim Erlanson	1st Grade Representative
Classroom Teacher	Katie Darst	2nd Grade Representative
Classroom Teacher	Roseangela Aranda	3rd Grade/Bilingual Representative
Classroom Teacher	Mary Grise	3rd Grade Representative
Classroom Teacher	Adriana Arce	4th Grade/Bilingual Representative
Classroom Teacher	Art Rodriguez	5th Grade Representative
Classroom Teacher	Brianna Klatt	5th Grade Representative
Classroom Teacher	Beverly DeLeon	EA/Structured Representative
Classroom Teacher	Jenifer Wells	Specials Representative
District-level Professional	Halcy Martin-Dean	Director of SE Services
Business Representative	Glenda Moreno	Business Representative
Community Representative	Dolores Avalos	Community Representative
Community Representative	Becca Clark	Community Representative
Parent	Edith Cervantes	Parent
Parent	Rita Trigo	Parent