

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

**Accountability Rating: Met Standard**



# 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 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

## School Culture and Climate

### School Culture and Climate Summary

Vogel elementary implements CHAMPS initiatives through a comprehensive campus plan. All staff are trained and use a common language to provide consistency to all students. Daily reminders are given during morning announcements and throughout the day. Students are reminded of school expectations through different medias. The campus host numerous activities throughout the year for families to attend.

### School Culture and Climate Strengths

Campus communication systems- remind 101, campus website, newsletters, parental brochures

recognition of student achievement

activities outside the school day- family reading night, family movie night, science night, book fairs, after school clubs, school dance

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Need to increase participation of parents **Root Cause:** lack of involvement

## **School Context and Organization**

### **School Context and Organization Summary**

Vogel Elementary is a bilingual campuses within Seguin ISD and we serve the second largest number of bilingual students within the district at over 100 bilingual students. We have over 450 students that are in grades Kinder to 5th Grade. Per district organization, we have 12 self-contained teachers in Kinder, 1st and 2nd Grade. We are primarily departmentalized in 3rd, 4th and 5th grade with 12 teachers and the bilingual teachers are self-contained. We have a full time principal, assistant principal, counselor, instructional coach, LSSP, librarian, reading interventionist, GT teacher and bilingual interventionist. We have six bilingual certified teachers and two bilingual aides. We have a technologist, music teacher, PE teacher and PE aide. Our office staff includes our secretary, attendance clerk and nurse. We have three custodians and four cafeteria workers. RTI is conducted monthly and teachers analyze data in weekly PLC on campus. Faculty meetings are as needed and there is an open door policy on campus. Master schedule is based upon campus needs to support student success.

### **School Context and Organization Strengths**

Campus trailblazers- we have three on the campus

Instructional Coach

RTI

master schedule

campus climate

# Technology

## Technology Summary

Vogel Elementary utilizes technology within instruction on a daily basis. Along with the technology rotation during grade-level Specials, students and staff frequently utilize technology such as student stations, IPADS, a sign-up computer lab, laptop carts, IPAD carts, SMART boards, ELMO projectors and other instructional tools. Each classroom has a technology cart that contains IPADS and laptop computers. The cafeteria is equipped with a drop down screen for access to viewing presentations, slide shows and other technology related items. Both the campus technologist and librarian provide current and relevant technology supports, tips and exposure to additional access or use for both students and staff. We are equipped as a WiFi campus and are therefore able to utilize mobile devices within the building as well.

## Technology Strengths

All students attend technology

Each class has a mini mobile lab

Use technology to support TEKS

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Availability of technology **Root Cause:** not enough equipment for every student on campus

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- 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)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

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

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

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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

### **Employee Data**

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

### **Parent/Community Data**

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



- Community surveys and/or other feedback

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

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

# 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</p> <p>1) Common Instructional Framework strategies bridged with the Fundamental Five will be implemented in all classrooms K-5.</p>		Principal, Instructional Coach	Unit Assessments, Walk-through data, STAAR				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>2) Improve students success in Reading by implementing/utilizing the District Literacy plan. All teachers will use the Fountas and Pinnell Literacy practices, Guided Reading, Comprehension Tool kit, and Foundations (K-2).</p>	1	District Literacy Coordinator, Principal, Instructional Coach, teachers	Increase student assessment in Reading				
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) Improve student success by implementing/utilizing the following: vocabulary enrichment initiative where teachers provide opportunities for students to utilize academic vocabulary daily, explicitly teach academic vocabulary, incorporate science and social studies texts in instruction.</p>		Principal, Instructional Coach, teachers	Student vocabulary work, Walk-through and unit assessments				

<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>4) Provide tutoring support related to STAAR reading and math performance for targeted students in Grades 3 - 5</p>		Principal, Instructional Coach, Teachers	STAAR Results and Unit Assessments				
<p>5) Improve student success in Reading to ensure all students go to a daily intervention/enrichment time that focuses on reading stations to differentiate instruction and review concepts. Teachers will use Istation and Leveled Learners Intervention (LLI) daily with all Tier 2 and Tier 3 students.</p>							
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>6) Provide Reading and Dyslexia support for students in K-5 provided by the campus reading interventionist/dyslexia teacher.</p>	1, 9	Administration	Increase Reading STAAR scores				
<p><b>Critical Success Factors</b> CSF 1</p> <p>7) Improve student success in math by utilizing/implementing the following: collaboratively plan instruction based on math Texas Essential Knowledge and Skills (TEKS) using Think Through Math, Guided Math, and best practices/strategies for engagement.</p>	1	Teachers, Instructional Coach, Administration	Increased Math scores				
<p><b>Critical Success Factors</b> CSF 1</p> <p>8) Improve all student success in science by utilizing/implementing the following: all K-5 teachers will plan using the 5E (Engage, Explore, Explain, Elaborate, and Evaluate) format, implement science notebooks and hands-on labs, explicitly teach academic vocabulary and teach the scientific method and science lab safety procedures.</p>	3	teachers, Instructional Coach, Administration	Increases Science scores				

<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1</p> <p>9) Improve student success in Reading, Math, and Science by supporting classroom teachers in the development of instructional strategies and best practices with feedback provided through model teaching, co-teaching, classroom observations , and peer observations</p>	4	Trailblazers, Instructional Coach, Administration	Increased STAAR scores in all subjects				
<p><b>Critical Success Factors</b> CSF 1</p> <p>10) Improve all student success in writing by utilizing/implementing the following: writers workshop model by Lucy Caulkins, use student writing journals and/or portfolios, explicitly teach academic vocabulary, and participate in professional development.</p>	1	Classroom writing teachers, Instructional coaches, Administration	Increase writing scores on State Assessment, Writing samples				
<p><b>Critical Success Factors</b> CSF 1</p> <p>11) Assist teachers and staff on evaluating and modifying any instructional needs for students identified under 504 and SPED through trainings and 504/ARD meetings</p>	8, 9, 10	Administrators, Special Ed. teacher and counselor	Sign in sheet, ARD Meetings				
<p><b>Critical Success Factors</b> CSF 1</p> <p>12) ELL Plans for Success will be put into place for any students to who did not pass a core subject in a nine-week grading period.</p>		Administrator, Bilingual Instructional Coach, Bilingual Teachers	Increase percentage of students mastering unit assessments and STAAR				
<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1</p> <p>13) Increase student achievement for ELL students by ensuring that all bilingual teachers will: - adhere to the Seguin ISD framework -utilize research-based strategies and best practices in instruction -integrate the ELPS throughout all content areas implement Sheltered instruction strategies</p>	1	Bilingual teachers, Bilingual interventionist, Administration	Increased student performance				
<p><b>Critical Success Factors</b> CSF 1</p> <p>14) Monitor all Migrant students on campus and provide intervention as needed to ensure academic success.</p>	8, 9, 10	Teachers, Administration	Unit Assessment Scores, STAAR Data				

<p><b>Critical Success Factors</b> CSF 1</p> <p>15) Monitor all Migrant students on campus and provide intervention as needed to ensure academic success.</p>	8, 9, 10	Teachers, Administration	Unit Assessment Scores, STAAR Data				
<p><b>Critical Success Factors</b> CSF 1</p> <p>16) Have campus RTI meetings monthly to include a tiered system of interventions for academic and behavior systems, universal screening, progress monitoring, and data-based decision making.</p>	1, 8, 9	Administration	Monthly review of RTI student monitoring report				
<p><b>Critical Success Factors</b> CSF 3</p> <p>17) Maintain a Campus Leadership Team that includes representation from all areas of the campus. The CLT will meet once a month. The leadership team will analyze and monitor the ongoing needs of the campus.</p>	1, 2, 8	Principal	Agenda, Sign-In Sheets				
<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1</p> <p>18) All staff members will participate in PLC's weekly.</p>		Administration	Increased student performance				
<p><b>Critical Success Factors</b> CSF 1</p> <p>19) Utilize Instructional Coach to provide instructional support and job-embedded professional development to teachers and support for student groups.</p>		Administration	Campus agendas, logs, sign-in sheets				
<p><b>Critical Success Factors</b> CSF 3 CSF 7</p> <p>20) All teachers and support staff on campus will participate in a book study for Excellence in Every Classroom by John Wink.</p>	4	Administration	Increased academic achievement Increased leadership				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







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

**Performance Objective 2: POST-SECONDARY READINESS -** At the 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 1</p> <p>1) All students identified as Gifted and Talented will be serviced by a GT certified teacher daily in class.</p>	3	GT Teacher, Administration	Master Schedule				
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Increase academic achievement for GT students by having the GT teacher monitor the progress of GT students on all district benchmark tests and state assessments and provide feedback to teachers on how they can best meet the needs of GT students.</p>	8	GT teacher, Administration	GT students will increase on the Master's level				
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) Students in grades 1-5 identified as Tier 1 will attend enrichment. During enrichment students will complete "Genius Hour" or novel studies.</p>		All teachers who work with TIER 1 students, Instructional Coach, Administration	Increase percentage on the Master level on STAAR				
<p><b>Critical Success Factors</b> CSF 1</p> <p>4) Students in grades 1-5 identified as Tier 1 will attend enrichment. During enrichment students will complete "Genius Hour" or novel studies.</p>		All teachers who work with TIER 1 students, Instructional Coach, Administration	Increase percentage on the Master 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 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
1) Improve student health, fitness and wellness in the areas of aerobic capacity, muscular strength, muscular endurance, flexibility, and body composition by student participation in physical education and physical activity on a daily basis.	10	P.E. Teacher, Administration	Fitness Gram report				
2) Improve student health by utilizing/implementing the following: fitness and wellness K-5 students will learn about the connection between the body, physical activity and a healthy heart by using CATCH (Coordinated Approach to Child Health) activities.		Physical Education Teacher, Administration	increased instruction in health and wellness				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> 3) The campus will host a Wellness Night to walk on the campus fitness trail.		P.E. Teacher, Parent Liaison, Administrators	Student and family participation				
<p><b>Critical Success Factors</b> CSF 5</p> 4) Students in grades K-5 will participate in Jump Rope for Hearts.		P.E. Teacher, Principal	Program Participation				
<p><b>Critical Success Factors</b> CSF 1</p> 5) Improve school attendance rate by giving out grade level and school wide incentives quarterly and for the entire school year.		Attendance Clerk, Administration	Increase Attendance Rate				

<p align="center"><b>Critical Success Factors</b> CSF 4</p> <p>6) School will promote attendance by sending parents/guardians notices from the attendance office when a student accrues 5 or more absences.</p>		<p>Administration, PEIMS Clerk</p>	<p>Log, Improved attendance</p>				
<p>7) Students in grades 2-5 are allowed to try out and participate in UIL events and compete at the district competition.</p>		<p>UIL Coordinantor, UIL COACHES, Administration</p>					
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>8) Increase student appreciation of music and opportunities for performance by having the students in grades k-5 perform in a program with their grade level or through involvement in the music club, Orffantastics.</p>		<p>Music Teacher, Administrators</p>	<p>Student and Parent Attendance</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: DRUG FREE SCHOOLS:** The district will decrease the incidents of student discipline regarding drug, alcohol, and tobacco by 10% for the 2016-17 school year from 101 to 91.

**Evaluation Data Source(s) 1:** Public Education Information Discipline reports

**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) Create a safe and drug-free school environment by ensuring that the counselor implement programs to educate students on the health risks of Drug and Alcohol abuse, such as Red Ribbon Week.</p>		counselor, administration	all students will be able to learn about the harm of drugs and alcohol				
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) All 5th grade students on campus will participate in the DARE program.</p>		Principal, 5th grade teachers	Dare graduation and essay				

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

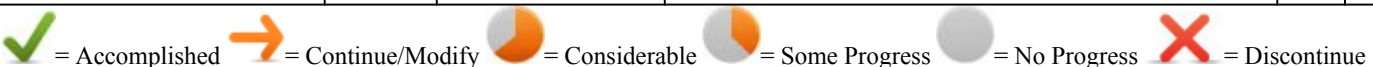
**Goal 2: A SAFE & NURTURING ENVIRONMENT:** Create a safe, nurturing, positive, and secure learning environment for students and staff.

**Performance Objective 2: POSITIVE BEHAVIOR INTERVENTION SUPPORT:** The district will continue to implement a system of Positive Behavior Intervention and Support at all campuses in order to promote character education, foster respect, and develop appropriate decision-making for all students. Decrease in-school suspensions by 5% from 1287 to 1222. Decrease the number of out of school suspensions by 5% from 896 to 851. Decrease the number of Discipline Alternative Education Placements by 5% from 325 to 309.

**Evaluation Data Source(s) 2:** PEIMS Discipline Reports, PBMAS report

**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) The campus PBIS team will meet once a month to discuss discipline, rewards, data, and PBIS implementation.</p>	2	PBIS Committee, Administration, Counselor	Agendas, Sign-In Sheets, PBIS Audit				
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) Students will be rewarded for following the Vogel PBIS expectations and exemplifying leadership by being nominated as the Matador of the Month for the classroom.</p>		Administration, PBIS Committee	Character winner logs, Matador in Action applications				
<p><b>Critical Success Factors</b> CSF 6</p> <p>3) Students will be able to apply to be a Matador in Action.</p>		Assistant Principal	Decrease in student behavior referrals				
<p><b>Critical Success Factors</b> CSF 6</p> <p>4) Build self- esteem and encourage a positive, safe and supportive environment by having the counselor provide classroom guidance lessons in addition to meeting with students individually and small groups.</p>		Principal, counselor	lesson plans				



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







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

**Performance Objective 3: BULLY PREVENTION:** In order to create a climate where students feel safe and secure from harassment and intimidation, the district will implement at all campuses a Bully Prevention program and system for reporting. Decrease the incidents of bullying by 10% from 37 to 33.

**Evaluation Data Source(s) 3:** Bully Report, PEIMS Discipline report

**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 6</p> <p>1) Improve student behavior and prevent bullying incidents by teaching students No Place for Hate and incorporate the Matador Challenge. Daily announcements being made using Project Wisdom.</p>	10	Counselor, Administration	Decrease bully incidents on campus				
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) The campus will have a Matador Challenge club that will meet after school once a month.</p>	1	Administration, Counselor, Parent Liaison	Volunteer Service Activities, Student Participation				

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

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

**Performance Objective 4: EMERGENCY OPERATING PLAN:** All district departments and campus employees, and where applicable, students, will be trained on the emergency operations plan components.

**Evaluation Data Source(s) 4:** Campus EOP Committee meeting schedule, agendas and minutes, EOP readiness drills report

**Summative Evaluation 4:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Campus will have a Campus Safety team and create a Campus Emergency Operations Plan.		Adminsitration	Safety of all students				
<p><b>Critical Success Factors</b> CSF 6</p> 2) Utilize raptor identification system on campus for all visitors.		Administrators	Raptor Reports				

**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 parents a monthly opportunity to meet with the Administration and the counselor. Monthly "Chat with the Principals" will be held to encourage an open dialogue between parents and the school.</p>	1, 6	Administration	Agendas, Sign-In Sheets				
Funding Sources: 211 Title I A - 500.00							
<p><b>Critical Success Factors</b> CSF 5</p> <p>2) Host two academic nights during the school year to reinforce activities that can be done at home as a family.</p>	1, 6	Administration, Curriculum Team, Instructional Coach, Parent Liaison	Increase in percent of parents who attend the events				
Funding Sources: 211 Title I A - 1073.00							
<p><b>Critical Success Factors</b> CSF 5</p> <p>3) Continue to implement the "Watch Dog" program.</p>	1, 6	Parent Liaison, Administration	Increase number of Watch Dogs by 10% this school year				
Funding Sources: 211 Title I A - 227.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>4) Hold a Bilingual Parent Night for the Bilingual families on campus.</p>	1	Administration, Bilingual Teachers	Increased Parental Involvement				
<p>5) Conduct Parent meetings to jointly review and develop parental involvement policy and school-parent compact</p>	6	Principal	agenda, sign-in sheets, minutes, parent involvement policy, school-parent compact				

**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
<b>Critical Success Factors</b> CSF 5  1) Send out multiple modes of communication to parents in multiple languages.		Administration	Facebook, website, newsletters, etc.				

**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</p> <p>1) Partner with GVEC to educate students on safety with electricity in grades K-5.</p>		Administration	Safety Activities				
<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: STEWARDSHIP:** Exhibit responsible stewardship of District funds by using innovative ways to meet the current and emerging needs of all students to include: Pursuing alternative funding sources such as competitive grants, efficient use of available resources, exploring cooperative opportunities, and providing optimal staffing, facilities, and technology to meet the needs of all students.

**Evaluation Data Source(s) 1:**

**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 3</p> <p>1) The campus will make fiscally sound decisions in regards to the budget based on student needs and data.</p>		Principal	Budget				
<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 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
<b>Critical Success Factors</b> CSF 7 1) Hire highly qualified teachers for any open vacancies for the 2017-2018 school year.		Principal, Hiring Committee	Hire teachers who are highly qualified				

**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
1) Recruit and retain highly qualified teachers by providing support through grade level teams, mentor teachers, instructional coaching, vertical teams, curriculum committees, and administration support.	5	Administration, Instructional coach	highly qualified teachers				

**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 a minimum of 10 documented walk-throughs per week.

**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
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) Develop and provide teacher feedback on student performance, instruction methods and learning environment.</p>		Administrators and Instructional Coach	PDAS/ATR Evaluations, walk-through, student performance data				
<p>  = Accomplished            = Continue/Modify            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							

## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	4	Provide tutoring support related to STAAR reading and math performance for targeted students in Grades 3 - 5
1	1	6	Provide Reading and Dyslexia support for students in K-5 provided by the campus reading interventionist/dyslexia teacher.
1	1	9	Improve student success in Reading, Math, and Science by supporting classroom teachers in the development of instructional strategies and best practices with feedback provided through model teaching, co-teaching, classroom observations , and peer observations
1	1	13	Increase student achievement for ELL students by ensuring that all bilingual teachers will: - adhere to the Seguin ISD framework -utilize research-based strategies and best practices in instruction -integrate the ELPS throughout all content areas implement Sheltered instruction strategies
1	1	18	All staff members will participate in PLC's weekly.

# Title I

## 1: Comprehensive Needs Assessment

Goal	Performance Objective	Strategy	Description
1	1	2	Utilize Bilingual and Instructional Coach to provide instructional support and job-embedded professional development to teachers and support for student groups.
1	1	5	Staff will attend explicit vocabulary training given by Region 20.
1	3	2	Have campus RTI meetings monthly to include a tiered system of interventions for academic and behavior systems, universal screening, progress monitoring, and data-based decision making.
1	3	3	The campus will hold after school tutorials for students who need additional academic support. Students will work on STAAR/TEKS skills in Writing, Reading, Math, and Science.
1	3	4	Provide two paraprofessional to work with struggling students in K-5 grades.
1	8	2	Continue fostering a campus-wide vocabulary enrichment initiative where teachers provide opportunities for students to utilize Marzano's vocabulary. Teachers will use graphic organizer and cognates to assist ELLs.
1	8	3	Provide SHARS tutorial support related to STAAR reading performance for struggling students in Grades 3 - 5
1	8	4	Common Instructional Framework strategies bridged with the Fundamental Five will be implemented in all classrooms K-5. (TIP)
1	8	5	Provide Reading and Dyslexia support for students in K-5.
1	9	3	Provide ongoing professional development for teachers using Lucy Caulkins writing.
1	10	1	Provide SHARS tutorial support related to STAAR math performance for struggling students in Grades 3 - 5
1	10	2	Implement Common Instructional Framework Strategies in all K-5 classrooms bridged with the Fundamental Five. (TIP)
1	10	4	Purchase Exemplars Problem Solving for TEKS for students in grades K-5.
1	13	1	Increase language proficiency levels and academic performance of English Language Learners by utilizing sentence stems and posting language objective targets.
1	13	2	ELL Plans for Success will be put into place for any students to who did not pass a core subject in a nine-week grading period. (TIP)
1	13	3	Bilingual Instructional Coach will work with the lowest performing bilingual students in grades K-5. (TIP)

Goal	Performance Objective	Strategy	Description
1	20	1	Maintain a Campus Leadership Team that includes representation from all areas of the campus. The CLT will meet once a month. The leadership team will analyze and monitor the ongoing needs of the campus.
1	20	4	All staff members will participate in campus and teacher PLC weekly during planning.
2	3	3	The campus will have a Matador Challenge club that will meet after school once a month.
3	1	1	Provide parents a monthly opportunity to meet with the Administration, Parent Liaison, and the counselor. Monthly "Chat with the Principals" will be held to encourage an open dialogue between parents and the school.
3	1	2	Host monthly PTC programs with student performance.
3	1	3	Host two academic nights during the school year to reinforce activities that can be done at home as a family.
3	1	4	Continue to implement the "Watch Dog" program.
3	1	5	Hold a Bilingual Parent Night for the Bilingual families on campus.
5	2	1	Provide ongoing differentiated staff development to meet the needs of the instructional staff. (TIP)

## 2: Schoolwide Reform Strategies

Goal	Performance Objective	Strategy	Description
1	8	4	Common Instructional Framework strategies bridged with the Fundamental Five will be implemented in all classrooms K-5. (TIP)
1	9	1	Increase student writing performance by all grade levels following writer's workshop and Lucy Caulkins toolkit. (TIP)
1	9	2	Common Instructional Framework strategies will be used in all K-5 classrooms bridged with the Fundamental Five. (TIP)
1	10	2	Implement Common Instructional Framework Strategies in all K-5 classrooms bridged with the Fundamental Five. (TIP)
1	20	1	Maintain a Campus Leadership Team that includes representation from all areas of the campus. The CLT will meet once a month. The leadership team will analyze and monitor the ongoing needs of the campus.
1	20	4	All staff members will participate in campus and teacher PLC weekly during planning.

Goal	Performance Objective	Strategy	Description
2	3	1	The campus PBIS team will meet once a month to discuss discipline, rewards, data, and PBIS implementation.
2	3	2	The campus will implement Bridges to service the needs of all Tier 2 behavior students.

**3: Instruction by highly qualified professional teachers**

Goal	Performance Objective	Strategy	Description
1	2	2	The percent of students achieving Level 111 in STAAR 3-5 grades will increase by 10%- from 13% to 23% fro reading and from 12% to 22% in Math.
1	15	1	All students identified as Gifted and Talented will be serviced by a GT certified teacher daily in class.
5	1	1	Hire highly qualified teachers for any open vacancies for the 2015-2016 school year.

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

Goal	Performance Objective	Strategy	Description
1	1	3	The district will provide scientific, research-based content specific professional development throughout the 2015-2016 school year.
1	1	4	District Literacy Coordinator will provide professional development for K-2 teachers dealing with Phonological Awareness and 3-5 teachers dealing with vocabulary. (TIP)
1	8	1	Provide ongoing professional development for the 5 Components of Reading.
1	9	3	Provide ongoing professional development for teachers using Lucy Caulkins writing.
1	11	2	Instructional support provided to 3-5 grade Science Teachers emphasizing the use of Stem Scopes and other district resources.
5	2	1	Provide ongoing differentiated staff development to meet the needs of the instructional staff. (TIP)
5	3	2	Conduct 10 walk throughs a week to improve academic improvement and determined campus professional development needs. (TIP)

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

Goal	Performance Objective	Strategy	Description
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Goal	Performance Objective	Strategy	Description
1	1	3	The district will provide scientific, research-based content specific professional development throughout the 2015-2016 school year.
1	1	4	District Literacy Coordinator will provide professional development for K-2 teachers dealing with Phonological Awareness and 3-5 teachers dealing with vocabulary. (TIP)
1	8	1	Provide ongoing professional development for the 5 Components of Reading.
1	9	3	Provide ongoing professional development for teachers using Lucy Caulkins writing.
5	1	1	Hire highly qualified teachers for any open vacancies for the 2015-2016 school year.
5	2	1	Provide ongoing differentiated staff development to meet the needs of the instructional staff. (TIP)

#### 6: Strategies to increase parental involvement

Goal	Performance Objective	Strategy	Description
3	1	1	Provide parents a monthly opportunity to meet with the Administration, Parent Liaison, and the counselor. Monthly "Chat with the Principals" will be held to encourage an open dialogue between parents and the school.
3	1	2	Host monthly PTC programs with student performance.
3	1	3	Host two academic nights during the school year to reinforce activities that can be done at home as a family.
3	1	4	Continue to implement the "Watch Dog" program.
3	1	6	Conduct Parent meetings to jointly review and develop parental involvement policy and school-parent compact

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

Goal	Performance Objective	Strategy	Description
1	20	5	Conduct transition meeting with Ball ECC principal to facilitate transition from Early childhood programs to Kindergarten.

#### 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	3	2	Have campus RTI meetings monthly to include a tiered system of interventions for academic and behavior systems, universal screening, progress monitoring, and data-based decision making.
1	10	1	Provide SHARS tutorial support related to STAAR math performance for struggling students in Grades 3 - 5
1	13	2	ELL Plans for Success will be put into place for any students to who did not pass a core subject in a nine-week grading period. (TIP)
1	14	1	Assist teachers and staff on evaluating and modifying any instructional needs for students identified under 504 and SPED through trainings and 504/ARD meetings
1	16	1	Monitor all Migrant students on campus and provide intervention as needed to ensure academic success.
1	19	1	Teachers will disaggregate common assessment data with Instructional Coach to determine areas of highest need and plan for intervention. (TIP)
1	20	1	Maintain a Campus Leadership Team that includes representation from all areas of the campus. The CLT will meet once a month. The leadership team will analyze and monitor the ongoing needs of the campus.
1	20	2	Create a TAIS plan to identify missed indexes and safeguards. Put plan in place to address the needs of of the campus for the 2015-2016 school year. (TIP)
1	20	3	Teacher reflections will be utilized to monitor student progress and effective instruction. (TIP)
5	3	1	Develop and provide teacher feedback on student performance, instruction methods and learning environment. (TIP)

**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	3	1	Campus will have designated Turn Around Team days to monitor and implement intervention plans for at-risk students, mastery of TEKS, and curricular alignment. (TIP)
1	3	2	Have campus RTI meetings monthly to include a tiered system of interventions for academic and behavior systems, universal screening, progress monitoring, and data-based decision making.
1	3	3	The campus will hold after school tutorials for students who need additional academic support. Students will work on STAAR/TEKS skills in Writing, Reading, Math, and Science.
1	3	4	Provide two paraprofessional to work with struggling students in K-5 grades.
1	8	3	Provide SHARS tutorial support related to STAAR reading performance for struggling students in Grades 3 - 5

Goal	Performance Objective	Strategy	Description
1	8	5	Provide Reading and Dyslexia support for students in K-5.
1	9	1	Increase student writing performance by all grade levels following writer's workshop and Lucy Caulkins toolkit. (TIP)
1	10	1	Provide SHARS tutorial support related to STAAR math performance for struggling students in Grades 3 - 5
1	13	1	Increase language proficiency levels and academic performance of English Language Learners by utilizing sentence stems and posting language objective targets.
1	13	2	ELL Plans for Success will be put into place for any students to who did not pass a core subject in a nine-week grading period. (TIP)
1	13	3	Bilingual Instructional Coach will work with the lowest performing bilingual students in grades K-5. (TIP)
1	14	1	Assist teachers and staff on evaluating and modifying any instructional needs for students identified under 504 and SPED through trainings and 504/ARD meetings
1	16	1	Monitor all Migrant students on campus and provide intervention as needed to ensure academic success.
1	20	3	Teacher reflections will be utilized to monitor student progress and effective instruction. (TIP)
5	3	1	Develop and provide teacher feedback on student performance, instruction methods and learning environment. (TIP)

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

Goal	Performance Objective	Strategy	Description
1	14	1	Assist teachers and staff on evaluating and modifying any instructional needs for students identified under 504 and SPED through trainings and 504/ARD meetings
1	16	1	Monitor all Migrant students on campus and provide intervention as needed to ensure academic success.
1	17	1	All teachers were trained on the McKinney-Vento act in August.

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Doriann Forrester	Aide	Instruction	1.0
Gloria Cano	Interventionist	Bilingual	0.50
Janet Tschirhart	Interventionist	Reading	0.50
Kimberly Ollison	Aide	Instruction	1.0
Laura Miller	Instructional Coach	Instruction	.70
Lorena Rodriguez	Aide	Bilingual	.75
Maria Daugherty	Aide	Bilingual	.75