

**Seguin Independent School District**  
**Weinert 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 Weinert Elementary is at its best when:

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Weinert Elementary is Kinder through 5th Grade campus within Seguin ISD. The campus enrollment is approximately 516 students. The campus is comprised of 60.1% percentage Economically Disadvantaged students, 1.6% ELL learners and a mobility rate of 14.3%.

### Demographics Strengths

- improved overall campus attendance rate from 94.7% to 95.1%
- improved chronically absent student attendance in grades 3-5 on an average of 40%
- implemented a mentor program for chronically absent students in grades 3 to 5

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The overall campus attendance rate is .6 percent lower than the state average attendance rate for 2016-2017 and 1.2 percent lower than the state average in 2015-2016.

**Problem Statement 2:** There are 56 students identified in grades k to 5 that have more than 17 absences within the school year.

**Problem Statement 3:** The socioeconomically disadvantaged sub-population for the campus is 60.1%. This is 1.1% higher than the state average.

## Student Achievement

### Student Achievement Summary

WeinertElementary met all four Index requirements for the 2015-2016 school year with Index 1=82, Index 2=58, Index 3=45, and Index 4=44. The campus earned four distinction designations including: academic achievement in ela/reading, academic achievement in mathmatics, top 25 percent for student progress, and post secondary readiness.

### Student Achievement Strengths

- All four indexes for the STAAR assessment were significantly above the target score
- campus earned four destinctions
- all subjects tested within the STAAR assessment performed higher than the state average
- based on the STAAR data students improved math achievement

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** The socioeconomically disadvantaged sub-population is performing below state averages in post secondary readiness standard including: 8% lower in Reading, 12% lower in Mathmatics, 15% lower in writing, and 27% lower in writing.

**Problem Statement 2:** The Hispanic sub-population is performing below state average in post secondary readiness standards including: Reading 4%, Mathematics 4% , Writing 11 % , and Science 22%.

## **School Culture and Climate**

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

Weinert Elementary fully implements the PBIS and CHAMPS initiatives through a common, daily Morning Announcements, on-going reminders throughout the day by all staff and a common language.

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

The majority of the faculty has buy- in to the campus initiatives that support initiatives in the area of student achievement.

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

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

All teachers on campus meet the highly qualified standards. There is a high retention rate and little turn over on the campus.

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

New teachers are hired by a hiring committee.

Teachers have access to professional development opportunities.

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

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

Weinert offers a rigorous curriculum that is aligned to the Texas Essential Knowledge and Skills (TEKS) and STAAR assessments. Grade levels have a common planning time in which they utilize the TEKS and the Year at a Glance (YAG) to plan instruction. Teachers have access to an instructional coach for instructional support.

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

Consistent use of data to drive instruction.



## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Weinert Elementary has a parent liaison that helps to invite family and community members to be active participants on the campus. There are numerous ways for parents to be involved. We have Watch dogs, PTC, Math/Science Night, and Reading Night. We also have a school carnival, and numerous movie nights. Also, monthly the campus has "Chat with the Principal" where parents can come in and have an open dialogue.

### **Family and Community Involvement Strengths**

The campus introduced new ways for parents to volunteer and help out at school. Watch Dogs and "Chat with the Principal" were both well received by parents. The fifth grade students participated in HEB camp and several parent volunteers participated in the trip.

## **Technology**

### **Technology Summary**

Weinert staff continues to incorporate technological tools to help enrich their instruction and promote student interest. These technological tools come by way of ipads, desk top computers and various software applications.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- 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)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

- Observation Survey results

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

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

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

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

### **Employee Data**

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

### **Parent/Community Data**

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

# 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</p> <p>1) Reading teachers (K-5) were provided professional development on Balanced Literacy during the summer. This training included effective implementation of research based strategies including guided reading, workstations, individualized and data driven planning protocol, and tier 1, 2, &amp; 3 interventions.</p>	4, 8	Instructional Coach, Principal	increased student progress and students on level for reading				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) To ensure effective implementation of balanced literacy, teachers were given detailed schedules addressing the components of balanced literacy.</p>	9	Administration	increased instructional time that will result in increased student learning				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) Provide professional development for ELA teachers on the SISD Balanced Literacy Model, research based instruction practices and during planning time, through coaching, and outside staff development.</p>	4	Administration, Instructional Coach	increased student learning				







<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>4) All students 2-5 will utilize motivational reading program, Accelerated Reader to encourage and support students in independent reading. Incentives will be provided by the librarian.</p>	1, 8, 9	Administration, Librarian, 2-5 ELA teachers	students will grow to love reading and want to earn incentives				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>5) 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 students needing support.</p>	1, 2, 9	Teachers, Administration, Instructional Coach	students academic vocabulary will increase and will be visible in the student's writing and everyday conversations in the classroom				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>6) Implement and maintain a guided reading program in all grade levels to reach our goal of having each student read on or above their instructional reading level.</p>	1, 8, 9	Administration, teachers, and instructional coach	increased student progress and students on level for reading				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>7) Improve student success in Reading to ensure all students go to a daily intervention/enrichment time and dyslexia enrichment 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>	3	Administration	increased student progress and students on level for reading				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>8) Improve students success in Reading by implementing/utilizing the District Literacy plan. All teachers will use the Fountas and Pinnell Literacy practices, Guided Reading, and Comprehension Tool kit.</p>	1	District Literacy Coordinator, Principal, Instructional Coach, teachers	Increase student assessment in Reading				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>9) A reading interventionist will be hired using Title I Money to provide reading intervention to Tier 2 &amp; 3 3rd-5th grade students.</p>		Administration, Instructional Coach	Increase student assessment in Reading				Funding Sources: 211 Title I A - 6177.00

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>10) After reviewing STAAR data and administering a universal screener, students are purposefully scheduled to attend intervention classes.</p>	9	Administration, interventionist, instructional coach, trailblazer	Increase student academic success as measured by STAAR				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>11) Teachers will implement the CIF strategies into their Tier 1 instructional block.</p>	2	Administration, Instructional Coach	Participation by students				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>12) Teachers and support staff will implement the fundamental five strategies into their daily lessons.</p>	2	Administration, Instructional Coach, Trailblazers	Participation by students				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>13) Students in grades 3-5 will participate in the Math Bee.</p>	2	Math Bee Campus Representative, Instructional Coach	Participation by students				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>14) 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 align="center"><b>Critical Success Factors</b> CSF 1</p> <p>15) 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 align="center"><b>Critical Success Factors</b> CSF 1</p> <p>16) All 3, 4, and 5 grade students will regularly visit the Science Lab to incorporate hands-on lessons incorporating Stem Scopes.</p>		Teachers, Instructional Coach, Principal	Unit Assessment results, STAAR Results				

<p><b>Critical Success Factors</b> CSF 1</p> <p>17) Students on campus will have the opportunity to participate in a campus and district wide Science Fair in 5th grade.</p>		Science Fair Campus Rep, Principal	Student participation				
<p><b>Critical Success Factors</b> CSF 1</p> <p>18) 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>Critical Success Factors</b> CSF 1</p> <p>19) 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, coteaching, 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>20) 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>	3	Classroom writing teachers, Instructional coaches, Administration	Increase writing scores on State Assessment, Writing samples				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>21) Conduct quarterly meetings to monitor performance of all ELL students (denials included) in areas of academics and attendance, and if needed create intervention plans as needed based on data.</p>	9	Administration, teachers, counselor, LPAC clerk	increased number of students exiting the program				
<p><b>Critical Success Factors</b> CSF 1</p> <p>22) Increase language proficiency levels and academic performance of English Language Learners by utilizing sentence stems and posting language objective targets.</p>	1, 9	Bilingual Teachers, Administration	Increase percentage of students mastering unit assessments and state assessments				



<p align="center"><b>Critical Success Factors</b> CSF 4</p> <p>23) Campus will share an LPAC clerk to assist with all LPAC paperwork and ensure proper LPAC procedures.</p>		Administration	LPAC paperwork				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>24) Affective domain counseling for any Bilingual/ESL students who need additional support.</p>		Principal, counselor	Affective Domain Log				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>25) 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/ESL Teachers	Increase percentage of students mastering unit assessments and STAAR				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>26) Promotion of 100% of the staff become ESL certified.</p>		Administration	flexible student scheduling for students who are identified ESL				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>27) To increase student usage of available campus technology 100% percent of students will actively use the computer lab or computer cart for a minimum of 9 hours each 9 weeks.</p>		Administrators, Technologist	Lab Schedule				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>28) 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 align="center"><b>Critical Success Factors</b> CSF 1</p> <p>29) Monitor all Migrant students on campus and provide intervention as needed to ensure academic success.</p>	8, 9, 10	Aministration	Unit Assessment Scores, STAAR Data				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>30) 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 align="center"><b>Critical Success Factors</b> CSF 1</p> <p>31) Increase access to on-grade level instruction of the TEKS by providing the majority of special education students core reading and math instruction in the general education classroom with resource/inclusion support specified in student IEPs.</p>	3	special education teachers, general education teachers, administration	student success on IEP goals, Increased special education student performance on all assessments and STAAR				
<p align="center"><b>Critical Success Factors</b> CSF 3</p> <p>32) 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	students and staff needs are met which will increase a positive school climate				
<p>33) Participate in transition meeting with Ball ECC principal to address transitional needs of students from early childhood programs.</p>	7	Principal	students are scheduled with the appropriate teacher to fulfill the student's needs				
<p align="center"><b>Critical Success Factors</b> CSF 3</p> <p>34) Maintain a campus performance objective committee meeting team that will meet quarterly to evaluate and adjust, if needed, decisions for the campus.</p>	8	Principal	increased student learning				
<p align="center">  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							







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

**Performance Objective 2: POST-SECONDARY READINESS** - At the high school level, Seguin ISD will increase the opportunities for students to excel in indicators that reflect post-secondary readiness in the Student Achievement domain. At the middle and elementary schools, Seguin ISD will increase support for instruction at the Masters Grade Level.

**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 CSF 2 CSF 3 CSF 4</p> <p>1) Increase and maintain student achievement in post secondary readiness which is evaluated in Index 4.</p>	2, 8	Administration, Instructional Coach, Trailblazers, Teachers	increased performance in Index 4				
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Promotion of 100% of the staff become GT certified.</p>		Administration	Certification				
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>3) GT teacher will incorporate TEK based lesson into the GT curriculum in order to develop a deeper understanding of the grade level TEK.</p>		GT Teacher, Administration	increased student learning				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>4) GT identified and cluster students will be served daily for 45 minutes during the intervention block for enrichment lessons. These lessons will be project based promoting critical thinking skills.</p>		Librarian, Administration, GT teacher	increased student learning and increased Index 4 scores				

 = 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 5 CSF 6</p> <p>1) The campus will host a family Kayak Night in the park.</p>		P.E. Teacher, P.E. Outdoor Ed Coordinator, Administrators	Student and family participation				
<p><b>Critical Success Factors</b> CSF 5</p> <p>2) 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.</p>	10	P.E. Teacher, Administration	Fitness Gram report				
<p><b>Critical Success Factors</b> CSF 5</p> <p>3) Students in grades K-5 will participate in Jump Rope for Hearts.</p>		P.E. Teacher, Principal	Program Participation				
<p><b>Critical Success Factors</b> CSF 1</p> <p>4) Improve school attendance rate by giving out grade level and school wide incentives quarterly and for the entire school year.</p>		Attendance Clerk, Administration	Increase Attendance Rate				
<p><b>Critical Success Factors</b> CSF 4</p> <p>5) School will promote attendance by sending parents/guardians notices from the attendance office when a student accrues 5 or more absences.</p>		Administration, PEIMS Clerk	Log, Improved attendance				

6) Students in grades 2-5 are allowed to try out and participate in UIL events and compete at the district competition.		UIL Coordiantor, UIL coaches, Administration	increased student learning				
7) 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				
8) 5th grade students will attend HEB camp in Leakey, TX. Science TEKS and P. E. TEKS will take the classroom experience to real life situations.		Administration, PE coach, Science teacher, PE Outdoor Ed Coordinator	increased student learning through hands-on experiences				
<b>Critical Success Factors</b> CSF 5		Music Teacher, Administrators	Student and Parent Attendance				
9) 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.							
<b>Critical Success Factors</b> CSF 1		Administrators	master schedule, teacher certification				
10) Each student will attend music class weekly. The teacher is a certified music teacher.							
<b>Critical Success Factors</b> CSF 6		Music Teacher, Administration	increased enrollment in 6th grade band				
11) 4th and 5th graders will attend the Mid-Texas SYmphony performance in the Texas Lutheran University Auditorium to broaden student's perspectives of the Fine Arts.							
<b>Critical Success Factors</b> CSF 6		TLU representative, music teacher	increased student awareness of musical options				
12) Students are given the opportunity to take violin and choir lessons through the TLU music department after school.							
13) All teachers will be trained on the McKinney-Vento act in September.	10	Administration	increased teacher awareness of student's needs				
<b>Critical Success Factors</b> CSF 6		Administration, homeroom teachers	increased student awareness of extra curricular options in middle and high school				
14) K-5th grade students will attend the SHS children's play in the Fine Arts Center at SHS.							







<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>15) Kinder and 1st grade students will have 2 planned recess times-1 free play and 1 purposeful play-Body Rhythmics.</p>	2	Administration	student focus in the classroom				
<p>  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

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

**Performance Objective 1: SAFETY** - the District will ensure that all campuses and departments employ measures to maintain the safety and security of all students and staff members.

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

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Utilize raptor identification system on campus for all visitors.</p>		Administration, office staff	Raptor Reports				
<p>2) Campus will have a Campus Safety team and create a Campus Emergency Operations Plan.</p>		Administration	Safety of all students				
<p>3) Campus will fulfill the required number of campus safety drills.</p>		Administration	Campus safety drill log				
<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 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) 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				
<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				
<p><b>Critical Success Factors</b> CSF 6</p> <p>3) 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 1</p> <p>4) 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>5) Tier 1 Social Skills lessons will be provided to all students from K-5 daily. These lesson focus on teaching students to be safe, respectful, and responsible.</p>		Counselor	creating a school climate and culture that is safe and supportive				




6) Campus will utilize the Counselor Affective domain log.		Counselor, Administration	decrease of student visits due to their needs being met				
<b>Critical Success Factors</b> CSF 6 7) Improve student behavior and prevent bullying incidents by teaching students No Place for Hate and incorporate the Matador Challenge.	10	Counselor, Administration	Decrease bully incidents on campus				
<b>Critical Success Factors</b> CSF 6 8) The campus will have a Matador Challenge club that will meet before school once a month.	1	Administration, Counselor	Volunteer Service Activities, Student Participation				
<b>Critical Success Factors</b> CSF 4 CSF 6 9) The counselor will provide Tier 2 social lessons for students who need behavioral support.		Counselor	improved behavior				
							

**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
1) Two academic nights (Reading/Math) during the school year to reinforce math and reading concepts. Snacks will be purchased for both parents and students during academic night activities.	6	Administration, teachers, instructional coach	increase the number of parents in attendance.				
Funding Sources: 211 Title I A - 600.00							
2) Conduct meetings to jointly review the Parent Improvement Policy and School-Parent compact	6	Principal	increase the number of parents in attendance				
3) Dinosaur George Event will be held in April	6, 10	Principal and teachers	increased number of parents in attendance				
4) Invite local community representatives (including parents) to participate in campus career day.	6	Principal and Counselor	increase the number of parents and community members in attendance				
5) Hold a Science night to generate enthusiasm among students and families for the science program by providing families with the opportunity to explore science together.	6	Fifth grade science teacher and team, Principal, and instructional coach	to increase the number of parents in attendance.				
<b>Critical Success Factors</b> CSF 5	6	SVPO, administration	increase the number of families involved in the school and in activities with their children				
6) Advertise that all SVPO events are free events and open for the entire family.							
<b>Critical Success Factors</b> CSF 5	6	Coaches, administration	increase the number of parents in attendance to strengthen the importance of healthy living				
7) National Walk to School Day-invite parents to walk with their children on the track during their Specials time.							
							

**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 6</p> <p>1) Campus communication coordinator sends information and photos to district personnel of campus events.</p>		Administration	increase awareness of parents				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) Weinert Elementary currently has a Facebook page, Twitter account, remind text system, and school messenger that relays important information and events of positive school wide celebrations regularly.</p>	6	Riley, Ramirez, Sanchez	number of likes, positive comments				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) Each grade level will communicate with parents through a newsletter or through social media to inform them of upcoming events, classroom instructional content and positive feedback.</p>	6	teachers, administration	increased parent involvement				
<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</p> <p>1) Local community representatives participate in our yearly campus career day in May.</p>		Counselor, Instructional Coach	students are exposed to the different people, jobs and opportunities in Seguin				
<p><b>Critical Success Factors</b> CSF 5</p> <p>2) Teatro de Artes de Juan Seguin creates a display yearly during Hispanic Heritage Month in the front foyer.</p>		Administration	student cultural awareness of Seguin				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) Guest speakers, within our community, read to students during our Reading Night. (mayor/superintendent)</p>	6	Administration	parents and students are exposed to the different people within the community that make decisions that impact families				
<p><b>Critical Success Factors</b> CSF 6</p> <p>4) Various presentations about dental hygiene will take place throughout the year. (Dr. Alligator, Children's Dentistry, the Masons)</p>		Nurse	increase the dental hygiene of students to ensure they are healthy and not missing school				
<p><b>Critical Success Factors</b> CSF 6</p> <p>5) The Seguin firefighters present fire safety to the kinder and 1st grade students.</p>		Kinder/1st grade students	student education of what to do in case of a fire				

<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>6) Students are involved in learning about the water cycle and complete activities that are provided to the school from GBRA.</p>		4th grade teachers	increased knowledge in the area of science to help support the 5th grade TEKS				
<p>7) Students are involved in learning about electricity and attend a presentation given by the GVEC Lightning Bug.</p>		Homeroom teachers	students have an understanding of electricity and how it works				
<p align="center">  = 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
<b>Critical Success Factors</b> CSF 3  1) Campus leadership will make fiscally sound decisions in regards to budget based on the student needs and data.		Administration	Budget				

**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:**

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) When possible, apply for grants that would benefit the campus based on student needs and data.</p>		Administration	SEF Grants				
<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>		Administration	TTESS/ATR Evaluations, walk-through, student performance data				
<p>  = Accomplished            = Continue/Modify            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							

# Title I

## 1: Comprehensive Needs Assessment

Goal	Performance Objective	Strategy	Description
1	1	5	All students 2-5 will utilize motivational reading program, Accelerated Reader to encourage and support students in independent reading. Incentives will be provided by the librarian. (TIP)
1	1	6	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 students needing support. (TIP) Word of the Week
1	1	7	Implement and maintain a guided reading program in all grade levels to reach our goal of having each student read on or above their instructional reading level. (TIP)
1	3	2	Math tutor will be utilized to support struggling students from October until April to provide additional support. Tutor will work 4 days a week for 4 hours a day. (TIP)
1	7	3	Campuses were provided four new laptops in each classroom to utilize for instruction.
1	7	4	Campuses were provided five new ipads to utilize for instruction in each classroom.
1	16	2	Create a literacy and an instructional professional development support plan based on data and the needs of the students. (TIP)

## 2: Schoolwide Reform Strategies

Goal	Performance Objective	Strategy	Description
1	1	6	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 students needing support. (TIP) Word of the Week
1	1	9	Teachers will implement the CIF strategies into their Tier 1 instructional block. (TIP)
1	1	10	Teachers and support staff will implement the fundamental five strategies into their daily lessons.
1	2	2	Teachers will implement the CIF strategies into their Tier 1 instructional block. (TIP)
1	2	3	Teachers will utilize the resource "Units of Study in Writing" from Lucy Calkins in all grades K-5.
1	2	4	Teachers and support staff will implement the fundamental five strategies into their daily lessons.
1	3	4	Teachers will implement the CIF strategies into their Tier 1 instructional block. (TIP)

Goal	Performance Objective	Strategy	Description
1	3	5	Teachers and support staff will implement the fundamental five strategies into their daily lessons.
1	4	5	Teachers and support staff will implement the fundamental five strategies into their daily lessons.
1	5	2	Teachers and support staff will implement the fundamental five strategies into their daily lessons.
1	6	2	Design Professional Learning Communities involving the campus leadership team to strengthen the instructional and behavioral support at the campus level.
1	7	2	A PLC called Weinert Learning Community focusing on sharing technology knowledge in the classroom will take place.
1	8	1	Teachers will create seating charts that will require teachers to evaluate each student individually for special pops and special need of students. These seating charts will be left out for administration during walkthroughs. (TIP)
1	9	4	Increase standards for post-secondary readiness, index 4, in all sub- pops. All students will increase from 27% to 37%, AA from 33% to 44%, Hispanic 16% to 26%, and white from 51% to 61%.
1	16	2	Create a literacy and an instructional professional development support plan based on data and the needs of the students. (TIP)

### 3: Instruction by highly qualified professional teachers

Goal	Performance Objective	Strategy	Description
5	1	1	Implement a process to recruit, screen, interview, and recommend highly qualified teachers.
5	1	2	Administration will attend the district promoted job- fair to recruit highly qualified teachers.

### 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	1	Reading teachers (k-5) were provided professional development on Balanced Literacy during the summer. This training included effective implementation of research based strategies including guided reading, workstations, personalized and data driven planning protocol, and tier 1,2,and 3 interventions. (TIP)

Goal	Performance Objective	Strategy	Description
1	1	4	Provide professional development for ELA teachers on the SISD Balanced Literacy Model, research based instruction practices and during planning time, through coaching, and outside staff development.(TIP)
1	3	1	Professional Development will be provided to all K-5 math teachers on an as needed basis regarding the implemetnation of the new math TEKS. (TIP)
1	6	2	Design Professional Learning Communities involving the campus leadership team to strengthen the instructional and behavioral support at the campus level.
1	7	1	The campus will provide staff development in instructional technology to increase teacher capacity.
1	7	2	A PLC called Weinert Learning Community focusing on sharing technology knowledge in the classroom will take place.
1	13	1	All staff attended professional development for Migrant awareness and services provided through this program.
1	16	1	The instructional coach will provide scaffolding and support to teachers to increase their instructional capacity in the classroom. (TIP)
1	16	3	The district will provide content specific professional development throughout the 2015-2016 school year. (TIP)
5	2	1	All teachers on campus will have the opportunity to seek guidance and support from the instructional coach. The instructional coach can provide specific, targeted staff development by planning, modeling, co-teaching, and coaching.

### 5: Strategies to attract highly qualified teachers

Goal	Performance Objective	Strategy	Description
1	3	1	Professional Development will be provided to all K-5 math teachers on an as needed basis regarding the implemetnation of the new math TEKS. (TIP)
1	7	1	The campus will provide staff development in instructional technology to increase teacher capacity.
1	16	1	The instructional coach will provide scaffolding and support to teachers to increase their instructional capacity in the classroom. (TIP)
1	16	3	The district will provide content specific professional development throughout the 2015-2016 school year. (TIP)
5	1	1	Implement a process to recruit, screen, interview, and recommend highly qualified teachers.
5	1	2	Administration will attend the district promoted job- fair to recruit highly qualified teachers.

Goal	Performance Objective	Strategy	Description
5	2	1	All teachers on campus will have the opportunity to seek guidance and support from the instructional coach. The instructional coach can provide specific, targeted staff development by planning, modeling, co-teaching, and coaching.

**6: Strategies to increase parental involvement**

Goal	Performance Objective	Strategy	Description
3	1	1	Three academic nights during the school year to reinforce science and reading concepts. Two science nights (programs) and one reading. Snacks will be purchased for parents and students during these nights.
3	1	2	Conduct meetings to jointly review the Parent Improvement Policy and School-Parent compact.
3	3	1	Weinert Elementary has a Facebook page that important events and positive school wide celebrations are highlighted regularly.
3	3	2	Each grade level will send out a weekly newsletter to inform parents of upcoming events, and classroom instructional content that is being covered.
3	3	3	A monthly campus newsletter will be sent out to inform parents of upcoming events, and classroom instructional content that is being covered.
3	3	4	Weinert Elementary will host bi- monthly coffee with the principal to discuss the positive impact on the educational environment at Weinert.
3	5	1	Parents will be able to utilize the parent liaison room when they attend workshops and volunteer at the campus.

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

Goal	Performance Objective	Strategy	Description
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Goal	Performance Objective	Strategy	Description
1	6	5	Participate in transition meeting with Ball ECC principal to address transitional needs of students from Early childhood programs.

**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	1	1	Reading teachers (k-5) were provided professional development on Balanced Literacy during the summer. This training included effective implementation of research based strategies including guided reading, workstations, personalized and data driven planning protocol, and tier 1,2,and 3 interventions. (TIP)
1	1	5	All students 2-5 will utilize motivational reading program, Accelerated Reader to encourage and support students in independent reading. Incentives will be provided by the librarian. (TIP)
1	1	7	Implement and maintain a guided reading program in all grade levels to reach our goal of having each student read on or above their instructional reading level. (TIP)
1	3	2	Math tutor will be utilized to support struggling students from October until April to provide additional support. Tutor will work 4 days a week for 4 hours a day. (TIP)
1	4	3	Science lab materials will be purchased for student use. (TIP)
1	6	1	Activate and maintain a campus performance objective committee meeting team that will meet quarterly to meet at the end of every grading period to assist in the decision making on the campus.
1	6	4	Data days to include teacher reflection will be utilized to monitor effective instruction and student progress.
1	8	2	Monthly SPED and 504 meetings to track data and continuous monitoring for students served through the SPED and 504 program. (TIP)
1	9	4	Increase standards for post-secondary readiness, index 4, in all sub- pops. All students will increase from 27% to 37%, AA from 33% to 44%, Hispanic 16% to 26%, and white from 51% to 61%.
1	13	2	1) Conduct monthly meetings to track the progress of migrant students on the campus.

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

Goal	Performance Objective	Strategy	Description
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Goal	Performance Objective	Strategy	Description
1	1	2	To ensure effective implementation of balanced literacy, teachers were given detailed schedules addressing the components of balanced literacy. (TIP)
1	1	3	After reviewing prior STAAR data and administering a universal screening, students are purposefully scheduled to attend intervention classes. (TIP)
1	1	5	All students 2-5 will utilize motivational reading program, Accelerated Reader to encourage and support students in independent reading. Incentives will be provided by the librarian. (TIP)
1	1	6	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 students needing support. (TIP) Word of the Week
1	1	7	Implement and maintain a guided reading program in all grade levels to reach our goal of having each student read on or above their instructional reading level. (TIP)
1	2	1	To ensure effective implementation of writing, teachers were given detailed schedules addressing the components of writer's workshop. (TIP)
1	3	2	Math tutor will be utilized to support struggling students from October until April to provide additional support. Tutor will work 4 days a week for 4 hours a day. (TIP)
1	3	3	Purchase manipulatives that assist students with developing concrete skills as they work toward mastery of the TEK. (TIP)
1	6	2	Design Professional Learning Communities involving the campus leadership team to strengthen the instructional and behavioral support at the campus level.
1	6	4	Data days to include teacher reflection will be utilized to monitor effective instruction and student progress.
1	8	3	Conduct monthly meetings to monitor performance for all students identified as Special education/504/dyslexia, LEP, and create an instructional plan as support as needed. (TIP)
1	15	1	Conduct monthly meetings to monitor performance of all ELL students (denials) in areas of academics and attendance, and to create intervention plans as needed based on data (TIP)
1	19	1	Monitor student assessment data. (TIP)

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

Goal	Performance Objective	Strategy	Description
1	8	2	Monthly SPED and 504 meetings to track data and continuous monitoring for students served through the SPED and 504 program. (TIP)



<b>Goal</b>	<b>Performance Objective</b>	<b>Strategy</b>	<b>Description</b>
1	13	1	All staff attended professional development for Migrant awareness and services provided through this program.
1	14	1	All teachers were trained on the McKinney Vento Act at back to school training.

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Leal, Shannon	Interventionist	Reading	1.0
Dunn, Leann	Coach	Instruction	0.70
Lindenburg, Karen	Aide	Instruction	1.0