

**Grand Prairie Independent School District**  
**Seguin Elementary**  
**2013-2014 Campus Improvement Plan**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Seguin Elementary is committed to supporting the district focus for improved coordination of programs and services for students at risk of dropping out of school. Seguin is a Title I School Wide Program campus and receives State Compensatory Education (SCE) funds.

Ethnic distribution is 79% Hispanic, 9.3% White, 8.8% African American, .5% American Indian, 1.3% Asian, .2% Pacific Islander and .9% reporting two or more races. Non-educationally disadvantaged students account for 17.2%, or 96 students. Of the 557 total enrollment, 203 students are identified as Limited English Proficient. No students had disciplinary placements. There are 356 (or 63.9%) students who are at-risk for dropping out of school.

**CIP Goal 4: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. [TEC §4.001(b)(3)] (T1, A SW #2, #6, #8, #9, #10) (GPISD 5 Plays: Relationship Capacity, Data Driven Management)**

The CIP formative review process is being done in conjunction with preliminary budget planning for the 2013-2014 school year. Improvements have been made in the correlation of all campus funds to the goals and objectives of the CIP, including documentation of purchase orders. Improvements are targeted to correlate and maximize special revenue funds to expected CIP goals. Improved processes and documentation for coordinating Title I federal funds and State Compensatory Education (SCE) funds are noted in the DIP formative review. Particularly Title I School wide Program campuses will include improvements in this area of comprehensive planning. Improvements will include:

- Program planning and budgeting for services to at-risk students
- Documented connections of expenditures to planned services
- Integration of technology tied with student achievement

*Planning and Budgeting:* Budgeting processes for Title I and SCE are similar and are being conducted in tandem. The budgeting process for 2012-2014 will include process documentation for description, structure and intent of fund utilization for both Title I and SCE funds.

*Expenditures and Services:* The 2012-2013 school year included an improvement strategy in the DIP requiring all purchase orders, regardless of funding, reference a particular strategy or strategies from the CIP. This requirement will be noted in revised documents and in the 2013-2014 DIP and CIPs.

## **Demographics Strengths**

- Ethnic breakdowns are consistent with the previous year.
- At-risk numbers and categories are consistent with the previous year.

## **Demographics Needs**

Based on district data analysis and information on the new STAAR exam, these areas of need are identified and listed in priority order:

1. Coordination of planning for instruction, budgeting and expenditures to improve services for at-risk students and low achieving students
2. Learning opportunities and supplemental instructional materials to address achievement data and individual student needs
3. Incentive to increase daily attendance rate and amount of daily tardies
4. Data evaluation strategies to identify student needs efficiently based on student expectations

## Student Achievement

### Student Achievement Summary

**CIP Goal 1: Students will demonstrate exemplary performance in comparison to national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. [TEC §4.001(b)(7)] (T1,A SW #1, #2, #8, #9, #10) (GPISD 5 Plays: Engaged Instruction via the 5E Model) (SIP Requirements: 1, 2, 4, 5, 6) (CNA Family/Community, Student Achievement and Demographics Sections)**

Seguin Elementary staff members are committed to improving student academic performance. We are dedicated to adding value to each student each year. This information is the written summation of our Comprehensive Needs Assessment and serves as the basis for our development of improvements to the Campus Improvement Plan (CIP) for the 2013-2014 school year.

Challenges on standardized assessments include math scores across grade levels and all Spanish language assessments. Expansion of accelerated learning programs for students will focus on grade levels and subjects noted in the data reviewed section. Tutoring and related accelerated instruction will continue to address achievement and at risk data.

### Student Achievement Strengths

- Accountability rating for 2012-2013 shows that Seguin has met standard on indexes 1, 2 and 3
- After school tutoring is offered two days per week.
- Students receive small group instruction from certified teachers during the instructional day.
- Students receive small group instruction from trained paraprofessionals.
- Students participate in a weekly rotation where they all access technology and science to work on individual goals for academic success.
- Implementation of creative scheduling practices allow for an enrichment time for students in which no new content is taught; rather, students are gathered in small groups to work on refining skills. Creative scheduling practices also allow for students to participate in a weekly team building activity with other students in their grade level. This time also allows for teachers to plan collaboratively with their grade level peers.
- Staff visits comparable schools to bring innovative and new ideas back to implement for student achievement.

### Student Achievement Needs

Based upon campus data analysis and information on the new STAAR exam, these areas of need are identified and listed in priority order:

1. Improved documentation of tutoring and accelerated instruction participation and feedback, including entrance and exit criteria.
2. Effective research-based instructional materials to expand supplemental instruction.
3. Interventions and strategies are needed for the students to meet or exceed the expected growth in the areas of math and reading.

## School Culture and Climate

### School Culture and Climate Summary

The Campus Improvement Committee (CIC) includes parents and community members as well as campus teachers and administrators as prescribed by the Texas Education Agency (TEA) and GPISD Board Policy. The CIC operates throughout the year in an advisory capacity in addition to the work they do during the Comprehensive Needs Assessment (CNA) process. This ongoing work includes discussion of culture and climate issues from expectations and values to a safe and disciplined environment for teaching and learning.

Students are encouraged to attend school each day through campus implementation of Dr. Hull's Every Child, Every Seat, Every Day initiative, as well as campus initiatives that include classroom incentives and grade level incentives for attendance. College and Career Awareness Week will introduce students to various colleges and careers through programming specific guest speakers to individual classes.

**DIP Goal 7: GPISD will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees. [TEC §4.001(b)(8)] [TEC §11.252 (3)(B)(E) and 11.253 (8)] [HB 1041 (reducing sexual abuse of children) [TEC §11.253 Coordinated health services] (GPISD 5 Plays: Relationship Capacity, Engaged Instruction via the 5E Model, Intentional Leadership) (SIP Requirements: 2, 6) (CNA Staff and Demographics Sections)**

Current campus efforts are in compliance with GPISD guidelines. Data analysis is slated to include review of safe schools data. This analysis will also review efforts to better coordinate special funding to maximize instruction and services to at-risk students.

### School Culture and Climate Strengths

- Implementation of *Rachel's Challenge* and *Capturing Kids Hearts*
- *Capturing Kids Hearts* Process Champions Team established and implemented
- Staff participation in committees focusing on improvement of campus priorities, both academic and emotional
- CIC participation in campus climate and culture development and maintenance
- Students participate in after school club style enrichment activities

### School Culture and Climate Needs

1. Monitor attendance, discipline records and student participation in supplemental programs to document culture and climate improvements
2. Continue efforts at building Seguin into a positive, warm, welcoming environment for students through anti-bullying efforts, supporting Rachel's



Challenge, and continuing Capturing Kids Hearts initiatives

3. Multiple parent survey opportunities to determine parent perception of campus culture
4. Intentional recruitment of volunteer partnerships to focus on parent and community involvement in education of children

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

**CIP Goal 5: Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. [TEC §4.001(b)(6)(9)] (T1,A SW #3, #4, #5) (GPISD 5 Plays: Intentional Leadership, Data Driven Management, Engaged Instruction via the 5E Model)**

Review of current training records show positive attendance and feedback from Seguin teachers. Professional development and training sessions have been expanded to include necessary preparation for Seguin. Sessions include:

- *English as Second Language*
- *Dual Language Academic Environment*
- *Content Specific Vocabulary*
- *School Climate/Culture*
- *Guided Reading*
- *First Steps in Mathematics*
- *Professional Learning Communities (based on DuFour's work)*
- *Technology implementation for increased student success*
- *Response to Intervention (RTI)*
- *Parents as partners in education*
- *Rigorous lesson planning and delivery*

The Seguin CIC must plan, review and document a formal vote of approval for the campus training plan.

### Staff Quality, Recruitment, and Retention Strengths

- Campus based training plan is well planned and implemented
- Eduphoria is utilized to track teachers' participation in District training

### Staff Quality, Recruitment, and Retention Needs

1. Improve documentation on attendance, feedback and implementation of campus training plan

2. Continue monitoring Eduphoria records for tracking district training

## Curriculum, Instruction, and Assessment

### Curriculum, Instruction, and Assessment Summary

Seguin will utilize multiple sources of data to evaluate the impact of lesson planning and delivery on student achievement.

**CIP Goal 3: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC §4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 5 Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections)**

The Needs Assessment process identified the need for improvements in progress monitoring assessments. Previous Benchmark assessments were geared to the STAAR test but were not always aligned with our units of instruction and timelines. The Data Review process now consists of short student assessments, in quiz format, at the 3 week and 6 week timeframe. At the end of the 9 week period a more detailed assessment is given. Teachers and administrators review these data reviews for performance adjustments necessary to ensure student success. Goal 2 in the DIP and all CIPs includes a performance objective on better alignment of curriculum to instruction to assessments to reflect this change.

1. Data Reviews at the 3, 6 and 9 week period for Progress Monitoring and instructional adjustments.

### Curriculum, Instruction, and Assessment Strengths

- Support for TEKS based lesson planning and implementation
- Effective scientifically based researched materials to supplement teaching and learning efforts
- Per CIC recommendations, two additional paraprofessionals were hired to help support teachers with individualizing instruction for students
- Focus on building strong dual language program from Kinder through 5<sup>th</sup> grades

### Curriculum, Instruction, and Assessment Needs

1. Continued focus on effective supplemental instructional materials
2. Continued focus on individualized instruction

3. Continued focus on rigor, planning, and instructional delivery
4. Continued focus on 3, 6, and 9 week assessment data for progress monitoring
5. Partner with district strategist to enhance team planning
6. Implement campus based vertical alignment teams focusing on content specific vocabulary
7. Implement campus based instructional coaching for classroom teachers

## Family and Community Involvement

### Family and Community Involvement Summary

The Campus Improvement Committee (CIC) is responsible for reviewing and analyzing campus data, evaluating current strategies and updating the Campus Improvement Plan (CIP) as necessary. Any parent may participate in this process or provide feedback to the CIC by contacting Principal Bridges at any time during the year.

**CIP Goal 1: Parents and community members will be full partners with educators in the education of GPISD students. [TEC §4.001(b)(1)] (T1A SW #6) (GPISD 5 Plays: Relationship Capacity, Intentional Leadership) (SIP Requirement: 8) (CNA Family/Community Section)**

Current parent involvement efforts were reviewed. Improvement efforts will focus on increased parent participation. Improved documentation of participation and feedback is noted for CIP strategies.

### Family and Community Involvement Strengths

- Parent Community Liaison offers orientation to all parents to resources available to monitoring student progress
- Parents are invited to visit with the campus principal in an event titled, “Brownies with Bridges.” This event will showcase all of the amazing things that are going on at Seguin Elementary.
- Parents are invited to attend classes. We offer computer classes for parents every Tuesday, and child enrichment is provided as well. Parents are also invited to classes held at other times of the school year (once per month usually) on “hot topics” such as tips to help your child be successful in school, crime prevention, and fun summer activities (child enrichment provided).
- Parents are welcomed to our campus with a “welcome team” each morning. The Welcome Team opens car doors, shakes hands, and welcomes parents and students into Seguin.
- District events, such as parent classes at the Parent Involvement Center and PACT sessions at Bonham are publicized and promoted via automatic call outs to parents, emails to parents through Skyward messaging system, the marquee and weekly newsletter to parents.

### Family and Community Involvement Needs

1. Improve documentation of activities for better evaluation of efforts
2. Increase family and community participation in scheduled events
3. Home learning opportunities tailored to achievement data

## **School Context and Organization**

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

Context and Organization for Seguin includes addressing data and customer feedback to support changes and improvements. The CIC also reviews effective implementation of the required Decision-Making Processes and proper documentation of these efforts.

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

- Active participation of parents in the Campus Improvement Committee
- Active participation of parents in the Parent Teacher Organization
- Active participation of parents in our parent education classes

### **School Context and Organization Needs**

1. Improve documentation procedures for better feedback on campus operations

# Technology

## Technology Summary

Current campus efforts are documented as successful and in compliance with the GPISD Technology Plan. Efforts will continue as currently designed. The CIC will review current and potential technology based curriculum, supplemental instructional programs and compliance with the District and Campus training plan for technology usage in the classroom.

**DIP Goal 6: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. [TEC §4.001(b)(10)] (T1,A SW #2, #10) (GPISD 5 Plays: Engaged Instruction via the 5E Model, Instructional Leadership, Data Driven Management) (SIP Requirements: 2, 3) (CNA Student Achievement and Staff Sections)**

## Technology Strengths

- Seguin is compliant with GPISD Technology Plan
- Part time Instructional Media Specialist & part time Instructional Media Aide
- Discovery Education integration
- Technology rotation in student schedule
- Teachers have iPads and laptops

## Technology Needs

1. Monitor teacher compliance with technology training
2. The following training for staff are scheduled to take place this year with regards to technology implementation: Discovery Education, Edmodo, Microsoft Outlook advanced, Donors Choose, and Kleo



# Comprehensive Needs Assessment Data Documentation

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

- District goals
- Campus goals
- AEIS data - longitudinal
- AYP data
- PBMAS data
- Professional learning communities discussions
- Campus and/or district planning and decision making committee meeting discussions
- Local benchmark or common assessments results
- Number of students assigned to special programs, including their academic achievement, race/ethnicity, gender, etc.
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Community and/or parent surveys and/or feedback
- Prior year budgets/entitlements and expenditures in relation to current year funding and priorities
- State and/or federal planning requirements
- Campus leadership and/or department meetings
- Campus faculty meeting discussions
- District committee meeting discussions
- Prior year(s) campus and/or district improvement plans
- Staff development evaluations, surveys, and/or needs assessment(s)
- Texas Assessment of Knowledge and Skills (TAKS) results including TAKS (Accommodated), TAKS-M, and TAKS-Alt
- Special education population, including performance, discipline, attendance, and mobility
- Homeless 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 population, including performance, discipline, attendance and mobility
- Gifted population, including performance, discipline, attendance and mobility
- Career and Technical Education (CTE) population, including performance, discipline, attendance and mobility
- Texas STaR Chart
- Campus committee meeting discussions
- NCLB Report Card data
- STAAR Data Released from TEA
- PDAS data
- Local Reading Diagnostic Assessment Data

- Local Math Diagnostic Assessment Data
- Gender data, including performance, discipline, attendance and mobility
- Race/Ethnicity data, including performance, discipline, attendance and mobility
- Students served by Section 504, including performance, discipline, attendance and mobility
- Dyslexic population, including performance, discipline, attendance and mobility
- Parent Involvement Rate
- TEA Accountability Summary
- System Safeguards

# Goals










**Goal 1: Students will demonstrate exemplary performance in comparison to national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. [TEC 4.001(b)(7)] (T1,A SW #1, #2, #8, #9, #10) (GPISD 5 Plays: Engaged Instruction via the 5E Model) (SIP Requirements: 1, 2, 4, 5, 6) (CNA Family/Community, Student Achievement and Demographics Sections)**

**1.1 " All students meeting Commissioner's Standards.**

## ELL Science

**Performance Objective 1:** Seguin will meet or exceed the standard set by the Commissioner's Accountability Rubric in all subject areas for all students.

**Summative Evaluation:** STAAR records, AEIS reports

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Teachers will attend writing training to learn new techniques that will strongly impact student learning.	3, 4, 9	iCoach, teachers, administrators	lesson plans, attendance at writing training, walk through observations				
Funding Sources: CAMPUS FUNDS:							
2) Teachers will attend math training to learn new strategies that will positively impact student learning in math fluency, math numeracy, and problem solving.	3, 4, 9	iCoach, teachers, administrators	lesson plans, attendance at math training, walk through observations				
3) Teachers will intentionally plan small group instruction designed to meet the reading needs of each individual learner. Intentional instructional design will increase high level thinking, fluency, and comprehension	3, 8, 9	iCoach, teachers, administrators	lesson plans, guided reading lesson plans, walk through observations				
4) Seguin teachers will use progress monitoring reports to link effective instruction to increased student achievement.	8, 9	Teachers and administrators	data discussion agendas and progress monitoring reports				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished							







**Goal 1:** Students will demonstrate exemplary performance in comparison to national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. [TEC 4.001(b)(7)] (T1,A SW #1, #2, #8, #9, #10) (GPISD 5 Plays: Engaged Instruction via the 5E Model) (SIP Requirements: 1, 2, 4, 5, 6) (CNA Family/Community, Student Achievement and Demographics Sections)

1.1 " All students meeting Commissioner’s Standards.

ELL Science

**Performance Objective 2:** Seguin will increase instructional time by raising student attendance to the exemplary level of 98%.

**Summative Evaluation:** AEIS data

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Seguin will continue with the GPISD attendance initiative EVERY CHILD EVERY SEAT EVERY DAY to increase attendance to above 98%.	8, 9	office staff, counselor, administrators	student attendance reports				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished							







**Goal 1:** Students will demonstrate exemplary performance in comparison to national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. [TEC 4.001(b)(7)] (T1,A SW #1, #2, #8, #9, #10) (GPISD 5 Plays: Engaged Instruction via the 5E Model) (SIP Requirements: 1, 2, 4, 5, 6) (CNA Family/Community, Student Achievement and Demographics Sections)

1.1 " All students meeting Commissioner’s Standards.

ELL Science

**Performance Objective 3:** Seguin will increase enrollment in Early Childhood Development programs by 5% annually.

**Summative Evaluation:** ECE enrollment and completion figures.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) PACT information is posted in school and information is sent home in order to support early childhood programs		Principal, assistant principal	attendance at PACT meeting				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished							


**Goal 1:** Students will demonstrate exemplary performance in comparison to national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. [TEC 4.001(b)(7)] (T1,A SW #1, #2, #8, #9, #10) (GPISD 5 Plays: Engaged Instruction via the 5E Model) (SIP Requirements: 1, 2, 4, 5, 6) (CNA Family/Community, Student Achievement and Demographics Sections)

1.1 " All students meeting Commissioner’s Standards.

ELL Science

**Performance Objective 4:** Seguin will implement effective gifted and talented services that are modified and updated annually. (Legal requirement)

**Summative Evaluation:** AEIS reports, GT department data

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) GT specialist will present information to staff and parents regarding the gifted and talented program and how students are identified.	9	GT specialist, administrator	Agenda	✔			
							

**Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC 4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 5 Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections)**

**Performance Objective 1:** Seguin will design and implement College and Career Readiness activities and initiatives to ensure student success.

**Summative Evaluation:** Campus Plan

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Counselor will work with all staff members to design a variety of activities for active student involvement in students planning for career goals and post graduation plans.		counselor, administrators	lesson plans, monthly calendars, flyers sent home to parents regarding activities planned for college and career awareness				
= Discontinue               = No Progress               = Some Progress               = Considerable               = Accomplished							

**Goal 2:** Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC 4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 5 Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections)

**Performance Objective 2:** Seguin will implement instructional alignment to ensure student growth.

**Summative Evaluation:** Lesson plans


Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Staff will unpack IFDs to ensure that the lessons are detailing the specificity of the TEKS and to improve the rigor of each lesson.	3	iCoach, teachers, administrators	lesson plans, planning sessions				
= Discontinue              = No Progress              = Some Progress              = Considerable              = Accomplished							



**Goal 2:** Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC 4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 5 Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections)

**Performance Objective 3:** Seguin will document state required curriculum regarding citizenship for a free enterprise society, a coordinated school health program, anti-bullying and the prevention of domestic and dating violence.







**Summative Evaluation:** Social Studies curriculum, Departmental documents, campus session records.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Seguin teachers will document stated required curriculum regarding citizenship for a free enterprise society, a coordinated health program, anti-bullying and the prevention of domestic and dating violence.	10	teachers, administrators	lesson plans, counselor plans, nurse plans	✔			
							

**Goal 2:** Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC 4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 5 Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections)

**Performance Objective 4:** Seguin will continue to support and advertise Programs and Schools of Choice opportunities to meet the needs of each learner.

**Summative Evaluation:** Choice programs, enrollment data.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Staff members will support SOC by informing parents of SOC during parent meetings. Parents will be informed that SOC are designed to meet the need of students and any student may apply for said schools. Seguin will advertise all GPISD programs and SOC.	6, 8	teachers, administrators	fliers sent home with students, all calls to parents and emails to parents via Skyward school messenger				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished							

**Goal 3: Seguin will exercise financial responsibility and increase fiscal transparency to ensure well planned, reasonable and necessary expenditures to support facilities and programs for teaching and learning. [TEC 44.025-44.026] (FAR Module 2, 2.6)**

**Performance Objective 1:** Seguin will adhere to the Business Operations Handbook procedures and incorporate CIP strategies for all expenditures.

**Summative Evaluation:** Purchase order documentation

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Business Operation Handbook will be reviewed during a faculty meeting. Staff members will sign an acknowledgement form that they read and understand the district guidelines. All purchases will tied to the CIP.	4	classroom teachers, administrators	agenda, acknowledgement forms, sign in sheet				
= Discontinue              = No Progress              = Some Progress              = Considerable              = Accomplished							

**Goal 3:** Seguin will exercise financial responsibility and increase fiscal transparency to ensure well planned, reasonable and necessary expenditures to support facilities and programs for teaching and learning. [TEC 44.025-44.026] (FAR Module 2, 2.6)

**Performance Objective 2:** Seguin will maintain a balanced budget.

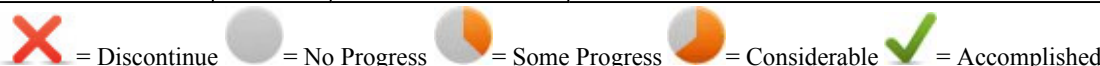
**Summative Evaluation:** BOE Reports

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Seguin will maintain a balanced budget as measured monthly reports and quarterly Board of Education reports.	10	secretary, principal	reports				
= Discontinue              = No Progress              = Some Progress              = Considerable              = Accomplished							

**Goal 4: Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. [TEC 4.001(b)(6)(9)] (T1,A SW #3, #4, #5) (GPISD 5 Plays: Intentional Leadership, Data Driven Management, Engaged Instruction via the 5E Model) (SIP Requirements: 3, 7) (CNA Student Achievement, Staff and Context/Organization Sections)**

**Performance Objective 1:** Seguin will annually document the Highly Qualified (HQ) Continuous Improvement Plan equity analysis for 100% compliance with proper certifications and equitable assignments for experienced teachers.


**Summative Evaluation:** HQ evaluation data: 100%.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Administration will ensure that teachers have current certification and certifications are aligned with their teaching position.	3	teachers and administrators	copies of teachers certificates on file	✔			
							

**Goal 4:** Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. [TEC 4.001(b)(6)(9)] (T1,A SW #3, #4, #5) (GPISD 5 Plays: Intentional Leadership, Data Driven Management, Engaged Instruction via the 5E Model) (SIP Requirements: 3, 7) (CNA Student Achievement, Staff and Context/Organization Sections)

**Performance Objective 2:** Seguin will design and implement a Human Capital Development Plan, approved by the Campus Improvement Committee, to align instruction with evidence based practices.

**Summative Evaluation:** Eduphoria records. Plan documentation

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) The Seguin CIC will survey teachers on needed instructional strategies to improve student academic and behavior. CIC members will then select needed professional development from highest need to lowest, help design strategies and present to the staff. Staff development will include but not be limited to: relational capacity, district support in needed areas, and technology.	4, 8, 9	CIC, administrators	sign in sheets, agendas	✔			
							

**Goal 4:** Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. [TEC 4.001(b)(6)(9)] (T1,A SW #3, #4, #5) (GPISD 5 Plays: Intentional Leadership, Data Driven Management, Engaged Instruction via the 5E Model) (SIP Requirements: 3, 7) (CNA Student Achievement, Staff and Context/Organization Sections)

**Performance Objective 3:** Seguin will implement the Campus Improvement Committee structure as defined by TEA and Board Policy BQB Local to raise awareness, understanding and support for the input of each stakeholder in the decision-making process.


**Summative Evaluation:** CIC membership, agendas and sign-in sheets

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) The Campus Improvement Committee will meet five times this school year; members will be a part of the decision making committee.	6	administration	CIC minutes and agendas	✓			

**Goal 5: Parents and community members will be full partners with educators in the education of Seguin students. [TEC 4.001(b)(1)] (T1,A SW #6) (GPISD 5 Plays: Relationship Capacity, Intentional Leadership) (SIP Requirement: 8) (CNA Family/Community Section)**

**Performance Objective 1:** Seguin will build a positive school connection with families and parents by increasing the number of contacts between families/parents and teachers by 10% annually.

**Summative Evaluation:** Parent/School Compacts signed an on file. Schedule and attendance for parent sessions and visits.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Seguin staff will participate in a variety of community cultural events, like: Cinco De Mayo art contest and parade, Martin Luther King, Jr. parade. Students and parents will also participate in a variety of service learning projects, like collecting socks for the women's shelter, donating canned goods to Santa Cop, and collecting new and gently used teddy bears for a children's hospital.	6	parent liasion, teachers, administrators, couneslor	sign in sheets, pictures	✓			
							



**Goal 5:** Parents and community members will be full partners with educators in the education of Seguin students. [TEC 4.001(b)(1)] (T1,A SW #6) (GPISD 5 Plays: Relationship Capacity, Intentional Leadership) (SIP Requirement: 8) (CNA Family/Community Section)

**Performance Objective 2:** Seguin will build capacity of parents to support student learners by offering a minimum of five academic workshops per year.

**Summative Evaluation:** Agenda and sign-in sheets for sessions.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Seguin staff will offer at least five parent workshops throughout the year to include: Math, Reading, Writing, Science, STAAR strategies. Parents will learn how to help their children at home with classwork and homework.	6, 8, 9	iCoach, grade level team leaders, administrators	sign in logs, parent surveys				
2) Parent training in nutrition, computers, and other topics will be offered at Seguin. A parent survey was sent home at the beginning of school to pinpoint parent needs.	6	counselor, adminisrtaro, parent liasion	sign in logs, pictures				
= Discontinue               = No Progress               = Some Progress               = Considerable               = Accomplished							

**Goal 5:** Parents and community members will be full partners with educators in the education of Seguin students. [TEC 4.001(b)(1)] (T1,A SW #6) (GPISD 5 Plays: Relationship Capacity, Intentional Leadership) (SIP Requirement: 8) (CNA Family/Community Section)

**Performance Objective 3:** Seguin will measure and increase parent/community satisfaction through planned information gathering strategies including but not limited to surveys.

**Summative Evaluation:** Satisfaction surveys, session feedback

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Staff members will provide a Parent Informational Breakfast twice a year. Discussion will revolve around: school climate, student achievement, attendance, and satisfaction on teaching strategies.		counselor, parent liasion, administrators	sign in sheet, agenda, survey	✓			

**Goal 6: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. [TEC 4.001(b)(10)] (T1,A SW #2, #10) (GPISD 5 Plays: Engaged Instruction via the 5E Model, Instructional Leadership, Data Driven Management) (SIP Requirements: 2, 3) (CNA Student Achivement and Staff Sections)**

**Performance Objective 1:** Seguin will increase STaR ratings in all areas to the Advanced or Target levels.

**Summative Evaluation:** STaR ratings longitudinal data.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Administration and staff will complete a STaR chart, which will give the district and campus information on level of staff competency.		Instrucitonal Media Specialist	completion of STaR chart	✔			

**Goal 6:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. [TEC 4.001(b)(10)] (T1,A SW #2, #10) (GPISD 5 Plays: Engaged Instruction via the 5E Model, Instructional Leadership, Data Driven Management) (SIP Requirements: 2, 3) (CNA Student Achivement and Staff Sections)

**Performance Objective 2:** Seguin will implement the comprehensive Digital Integration to Conversion plan resulting in increased teaching and learning performance.


**Summative Evaluation:** Training completion records. Feedback from campus personnel. Inventory records. Purchasing records.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Teachers will attend two days of pre-service training on usage of Discovery Education and incorporate into lessons.	7, 8, 9	IMS, teachers, administrator	lesson plans, sign in sheets	✓			

**Goal 7: Seguin will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees. [TEC 4.001(b)(8)] [TEC 11.252 (3)(B)(E) and 11.253 (8)] [HB 1041 (reducing sexual abuse of children) [TEC 11.253 Coordinated health services] (GPISD 5 Plays: Relationship Capacity, Engaged Instruction via the 5E Model, Intentional Leadership) (SIP Requirements: 2, 6) (CNA Staff, Culture/Climate and Demographics Sections)**

**Performance Objective 1:** Seguin will design and implement a comprehensive safety plan to ensure the safety and well-being of students, staff, parents and community members.






**Summative Evaluation:** Safety Plan document. Training data.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Seguin will develop a CIC subcommittee to review current safety plans, recommend updates, and present to CIC, parents, and staff members. Plan to include: improving bus transportation safety, Code B, Fire and Tornado drills.				✓			
2) Seguin will complete all Drills (Fire, Tornado, and Code B) as required and outlined by policies and procedures.				✓			
							

**Goal 8: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. [TEC 4.001(b)(3)] (T1, A SW #2, #6, #8, #9, #10) (GPISD 5 Plays: Relationship Capacity, Data Driven Management) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections)**

**Performance Objective 1:** Seguin will support process improvements for at-risk student identification and services.

**Summative Evaluation:** Identification process document. Campus records. CIP references.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Include effective interventions and materials for at risk students in campus based training plan and schedule classroom time for counselors, nurse, and social workers to address at-risk student needs, such as: struggling, LEP, and Special Ed students.	8, 9	inclusion teacher, classroom teacher, counselor, administrators	classroom walk though observations, lesson plans	✔			
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished							

# State Compensatory

## Budget for Seguin Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199.11.6118.TU.128.0.30.000	6118 Extra Duty Stipend - Locally Defined	\$11,504.00
199.11.6119.00.128.0.30.000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$325,000.00
199.13.6119.00.128.0.30.000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$4,171.00
199.11.6139.41.128.0.30.000	6139 Employee Allowances	\$2,900.00
199.11.6141.00.128.0.30.000	6141 Social Security/Medicare	\$3,990.00
199.11.6141.41.128.0.30.000	6141 Social Security/Medicare	\$35.00
199.11.6142.00.128.0.30.000	6142 Group Health and Life Insurance	\$22,100.00
199.11.6143.00.128.0.30.000	6143 Workers' Compensation	\$3,269.00
199.11.6146.00.128.0.30.000	6146 Teacher Retirement/TRS Care	\$5,500.00
<b>6100 Subtotal:</b>		<b>\$378,469.00</b>
<b>6400 Other Operating Costs</b>		
199.13.6499.00.128.0.30.000	6499 Miscellaneous Operating Costs	\$3,000.00
<b>6400 Subtotal:</b>		<b>\$3,000.00</b>

**Personnel for Seguin Elementary:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
BAILEY, TANYA L	TEACHER/5TH GRADE	State Compensatory Education	1
BROWNING, DANIELLE LATRICE	TEACHER/1ST GRADE	State Compensatory Education	1
FLUITT, DAWN D	TEACHER/2ND GRADE	State Compensatory Education	1
GRIFFITH, KARI A	TEACHER/5TH GRADE	State Compensatory Education	1
KING, MARY KATHLEEN	TEACHER/3RD GRADE	State Compensatory Education	1
MIRACLE, MICHAELA M	TEACHER/4TH GRADE	State Compensatory Education	1
OCHOLA, REGINA G	TEACHER/ITINERANT DYSLEXIA	State Compensatory Education	1



# Title I

## Schoolwide Program Plan

Seguin Elementary operates as a Title I Schoolwide Campus due to the percentage of low income students. Annually we review the schoolwide concept and the targeted assistance concept with faculty and parents via the Campus Improvement Committee (CIC) to elect to continue the Schoolwide Program Plan.

The schoolwide program plan is reviewed and updated annually during the Comprehensive Needs Assessment process. The process includes a review of the ten components of a schoolwide program with connections to the Goal Areas. We have included a Performance Objective in Goal Area 4 to address improvements in this process and all shared decision-making efforts.

Schoolwide reform strategies are reviewed, updated and incorporated into the Campus Improvement Plan annually. For the 2013-2014 schoolyear these reform strategies are addressed:

- Increase instructional time via increased attendance rates.
- Incorporate a College and Career Readiness plan.
- Improve and document instructional alignment to ensure student growth.
- Design and implement a Human Capital Development plan, approved by the CIC.
- Implement a Digital Integration to Conversion plan to improve computer assisted instruction.
- Focus Parent Involvement sessions on student academic achievement, as requested in parent survey.
- Design and implement improved comprehensive safety plans to ensure a positive teaching and learning environment.

Components three, four and five will be improved with Human Capital Development (HCD) reform strategy in Goal Area 4. Improvements include professional development, certification needs and the transition from training into classroom effectiveness. A major component of this initiative is to provide classroom assistance by well trained high-quality facilitators and strategists in the content areas. The HCD initiative will also address the need to attract and assign high-quality and highly qualified teachers to our campus.

Parental involvement is noted in our Campus Improvement Plan in Goal Area 5. Title I funds are allocated to each campus by formula to comply with expenditure requirements. Updates for 2013-2014 include a strong focus on parent involvement responses and survey information stating the need for better information regarding assisting students with academics. We will offer a minimum of five parent sessions on student achievement needs and techniques for homework assistance and home learning opportunities.

Title I elementary campuses offer Pre-Kindergarten programs. The District also operates the Bonham Early Education Center to serve more students. GPISD has set an objective in Goal Area 1 for the 2013-2014 schoolyear to increase enrollment by 5%. Related strategies are included in Goal Area 1 in the District Improvement Plan and our Campus Improvement Plan as appropriate.

Involving teachers in the decision-making process regarding the use of assessment is addressed in a new Performance Objective in Goal Area 4 geared to improving shared decision-making at the campus and district level. Campus Improvement Committees currently provide feedback to Principals regarding student assessments. Campus representatives on the District Education Improvement Committee must approve all changes to assessment tools and schedules.

Student academic services are designed and implemented based on student achievement data and Public Education Information Management System (PEIMS) data regarding students identified as at risk of dropping out of school. The thirteen categories of at risk designations show five categories based on pure academic measures, such as STAAR failures or Limited English Proficiency) and eight categories of psycho-social measures (such as homelessness or parenting). PEIMS information regarding at risk designations is included as a primary source of data during the Comprehensive Needs Assessment process. Strategies are developed from this work in Goal Area 8. Tutoring efforts are well documented. *Dual Language programs and ESL programs are included in teacher preparation and training efforts.* Individual campuses also implement strategies specific to students who experience difficulty mastering any of the state's standards to provide effective, timely additional assistance

Coordination of federal, state and local services and programs are addressed in the Comprehensive Needs Assessment process and the budgeting process. Local funds, Title I funds and State Compensatory Education funds, as well as any other special revenue or grant funds at our campus are budgeted in an integrated budget development process. GPISD requires all purchase orders to include a reference to the Campus Improvement Plan to monitor for effective coordination. The District Improvement Plan and our Campus Improvement Plan have included a new Goal Area 3 for improving fiscal responsibility.

## **Ten Schoolwide Components**

### **1: Comprehensive Needs Assessment**

The Comprehensive Needs Assessment (CNA) begins with a summative evaluation of the previous year's Campus Improvement Plan (CIP). GPISD provides student achievement data and progress monitoring reports to campuses. Academic Excellence Indicator System (AEIS) data and Public Education Information Management System (PEIMS) data is also provided to each campus. Texas Education Agency System Safeguard reports are included this year. A checklist is in our CIP noting additional information reviewed by our Campus Improvement Committee (CIC), central administrators and teachers. The Campus Improvement Committee organizes review sessions and feedback.

While we complete a Comprehensive Needs Assessment to drive the development of our Campus Improvement Plan early during the school year, we revisit this work at each formative evaluation of the CIP. Both the initial CNA work and formative reviews are documented in CIC agendas.

### **2: Schoolwide Reform Strategies**

Schoolwide reform strategies are reviewed, updated and incorporated into the Campus Improvement Plan annually. For the 2013-2014 schoolyear these reform strategies are addressed:

- Increase instructional time via increased attendance rates.
- Incorporate a College and Career Readiness plan.

- Improve and document instructional alignment to ensure student growth.
- Design and implement a Human Capital Development plan, approved by the CIC.
- Implement a Digital Integration to Conversion plan to improve computer assisted instruction.
- Focus Parent Involvement sessions on student academic achievement, as requested in parent survey.
- Design and implement improved comprehensive safety plans to ensure a positive teaching and learning environment.

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

Title I components three, four and five will be improved with the reform initiative addressing Human Capital Development (HCD) in Goal Area 4. GPISD is assisting campuses with improvements in professional development, certification needs and the transition from training into classroom effectiveness. A major component of this initiative is to provide classroom assistance by well trained high-qualified facilitators and strategists in the content areas. As a Title I schoolwide campus, we also utilize the services of an iCoach at our school to work daily with teachers to improve instruction.

The HCD initiative will also address the need to attract and assign high-quality and highly qualified teachers to our campus.

### **4: Strategies to attract highly qualified teachers**

Seguin Elementary works with GPISD Human Resource staff centrally for all recruitment efforts and job postings to ensure highly qualified and effective teachers are attracted to our campus. This staff reviews assignments to ensure that high needs campuses are served proportionately. The documentation process of time and effort for teaching positions also serves as a review strategy for formative evaluations of teacher qualifications and placement.

### **5: Strategies to increase parental involvement**

Parental involvement is noted in our Campus Improvement Plan in Goal Area 5. Title I funds are allocated to each campus by formula to comply with federal expenditure requirements. Updates for 2013-2014 include a strong focus on parent involvement responses and survey information stating the need for better information regarding assisting students with academics. We will offer a minimum of five parent sessions on student achievement needs and techniques for homework assistance and home learning opportunities.

## **6: 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**

Involving teachers in the decision-making process regarding the use of assessment is addressed in a new Performance Objective in Goal Area 4 geared to improving shared decision-making at the campus and district level. Campus Improvement Committees currently provide feedback to Principals regarding student assessments. Campus representatives on the District Education Improvement Committee must approve all changes to assessment tools and schedules.

In addition, our initiative to coordinate Data Reviews, 3, 6 and 9 week assessments of student progress, with our Curriculum Reviews that address the curriculum plan for each 9 week instructional period was designed to guide teacher participation in developing and utilizing student assessments. The 3 and 6 week assessments are in quiz format designed with teachers. The summative 9 week assessment is more comprehensive and the process is designed to work with teachers to adjust instruction and performance based on the assessment results.

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

Student academic services are designed and implemented based on student achievement data and Public Education Information Management System (PEIMS) data regarding students identified as at risk of dropping out of school. The thirteen categories of at risk designations show five categories based on pure academic measures, such as STAAR failures or Limited English Proficiency, and eight categories of psycho-social measures, such as homelessness or pregnancy/parenting. PEIMS information regarding at risk designations is included as a primary source of data during the Comprehensive Needs Assessment process. Strategies are developed from this work in Goal Area 8 of our CIP. Tutoring efforts are well documented. Dual Language programs and ESL programs are included in teacher preparation and training efforts to ensure effective instruction and supplemental instruction. Our teachers also implement strategies specific to students who experience difficulty mastering any of the state's standards to provide effective, timely additional assistance

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

Coordination of federal, state and local services and programs is addressed in the Comprehensive Needs Assessment process and the budgeting process. Local funds, Title I funds and State Compensatory Education funds, as well as any other special revenue or grant funds at our campus are budgeted in an integrated budget development process. GPISD requires all purchase orders to include a reference to the Campus Improvement Plan to monitor for effective coordination. Our Campus Improvement Plan has included a new Goal Area 3 for improving fiscal responsibility.