

Grand Prairie Independent School District

Seguin Elementary

2018-2019 Campus Improvement Plan



Mission Statement

Juan Seguin Elementary School's mission is to support our students in reaching their highest developmental, social and academic potential. We will create and maintain a developmentally appropriate environment for learning while empowering families to participate in and enhance their children's education. By monitoring their progress, we will make data driven decisions that aid in each student's achievements and provide comprehensive supports. Our mission is to impact student thinking to help them solve problems, value service, believe in themselves, and reach beyond what others expect of them, in order to strengthen their impact on the World.

Vision

Our vision is to empower all students to love learning, value diversity, and reach their full potential in order to become productive members in tomorrow's society. Our vision is to build students up and help them be "Seguin Strong"....strong emotionally, strong mentally, strong physically, and strong academically.

Comprehensive Needs Assessment

Revised/Approved: October 19, 2018

Demographics

Demographics Summary

Seguin is a traditional elementary school with an enrollment of 414 students, kindergarten to fifth grade. The percent of economically disadvantaged students equals 89.6 percent. Of the 414 students, 56% are English Language Learners and 20.4% are served in the Special Education program, 4.6% are identified as 504, and 78% are At-risk. The mobility rate is 10.8 percent. The campus employs 31 classroom teachers, 48% of that number are new to the campus or their position. Seguin is a one-way Dual Language campus and also houses a CARE unit, specifically designed to meet the needs of students with autism.

Demographics Strengths

Although the number of students decreased in the past year, the percentage of at risk and ELL students remains the same. Our staff consists of 100% highly qualified professional educators and trained paraprofessionals. The teachers of record are 100% ESL certified. Teachers are in the processes of receiving professional development focuses on district initiatives. Two of our teachers have completed, or are in the process of completing, the requirements for principal certification. The assistant principal will complete her PhD within the year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: With the number of at-risk students making up 78% of the student population, Seguin achievement continues to be lower than expected. **Root Cause:** There is a need for the coordination of planning for instruction, budgeting, and expenditures to improve services and build academic skills for at-risk students and low achieving students.

Problem Statement 2: Attendance rate of 96% needs to increase to at least 97.5%. **Root Cause:** Incentives are needed to increase attendance and reduce tardies. Parent programs are lacking and need to be implemented to help show the importance of education.

Problem Statement 3: Student achievement shows that 58% of all students approach grade level standard. **Root Cause:** Instructional programs and assistance with these programs are needed to address the multi-faceted needs of our at-risk student population. An increase in enrichment style learning activities will improve student achievement data for all learners. Providing professional development opportunities centered on student achievement will

increase student scores. An intervention teacher is needed.

Problem Statement 4: Learning opportunities and supplemental instructional materials are needed. Providing on-level supplemental instructional materials will expose them to a higher rigor of instruction. **Root Cause:** Special Education students make up 20% of the student population. Those not in the special education population struggle with academics. Almost 75% of the General Education student body are 1 or more years behind grade level.

Problem Statement 5: The mobility rate of 10.8% contributes to the inability to reach all students. **Root Cause:** Professional development opportunities that are geared toward literacy instruction, math problem-solving, higher order thinking skills and strategies for differentiation are needed to address our Tier 1 instruction.

Problem Statement 6: 48% of the classroom teachers are new to their grade level or to the district, 63% having less than 5 years of experience. **Root Cause:** Teacher retention rate was less than 70%. Classroom teacher experience is lacking due to 63% of the teachers of record having less than 5 years of teaching experience. An instructional coach is needed to support Tier 1 instruction, plan with inexperienced teachers, and to find resources needed to help new teachers be successful. Opportunities to visit master teachers should be provided.

Student Academic Achievement

Student Academic Achievement Summary

Juan Seguin Elementary met standard all indexes. We did not receive distinctions. Teachers and staff will continue to increase the fidelity of implementation of district initiatives, more in-depth data desegregating, planning and parental involvement. We will continue to maximize instructional time, intentional tutoring, and intentional professional development. Staff development will focus on areas in need of improvement based on district assessment data to increase rigor, differentiation, and language development. RTI data will drive instructional interventions and selection of research based strategies. The greatest gain, according to STAAR data results, was in the area of academic growth. The final overall score was a 78.

Student Academic Achievement Strengths

Seguin met standard in all four areas: student achievement, student progress, closing performance gaps, and postsecondary readiness. The overall accountability rating Met Standard.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Student achievement standard score was extremely low. The STAAR performance on all tests, in all subjects and grade levels, needs to improve. **Root Cause:** More emphasis needs to be placed on support for kindergarten through second grade reading in order to teach students to read before the 3rd grade. Struggling readers need to be identified earlier in the school year through the RTI process, with the support from an RTI case manager.

Problem Statement 2: Reading is the greatest area in need of improvement. Data shows that almost half of all students at Seguin read below grade level. **Root Cause:** Programs such as Fast Forward, Achieve 3000, Smarty Ants, Reading A to Z, Stem-Scopes, Soundations, Bridges, Tutors, and other research-based programs help to strengthen reading ability when used with fidelity. Training is needed for teachers to use these, and other, research-based programs.

Problem Statement 3: Economically disadvantaged students make up 89% of our school population. Many of these students are classified as McKinney Vento and struggle academically. Small group instruction is the best way to catch them up, but staff is not always available to pull a small group. **Root Cause:** Students who have a high mobility rate and/or low socioeconomic status come to school lacking the skills and vocabulary needed to be on grade level. Computer programs help, but who are needed the most are certified teachers who can come in part time and help with small group instruction.

School Processes & Programs

School Processes & Programs Summary

Campus leadership work collaboratively to ensure that all staff attends required training. Campus based staff development is linked directly to student data and student needs. PLC's will continue to develop engaging lessons and strive to achieve 80% mastery of SE's.

Previous years STAAR scores are analyzed to address low SE's to be remediated using mini lessons during Enrichment time. Seguin also continued to focus funds toward in school tutoring and revised and improved the tutoring instruction to specifically meet the needs of our students. We will continue to focus on providing strong SE based instruction focusing on rigor and lessons correlating with our scope and sequence, as well as researching and purchasing effective supplemental instructional materials. Our greatest gains will come in the strength of Tier 1 instruction.

An interventionist was added to the staff of Seguin to focus on building reading skills in Kinder-2nd grade. This position will also increase the identification of students with specific learning disabilities and dyslexia.

Teachers attended professional development in math, science, reading and writing almost monthly throughout the year. Areas to address this year in staff development plan include: content specific vocabulary, school culture, guided reading, guided math, Word Journeys, Empowering Writers, and Response to Intervention.

School Processes & Programs Strengths

Seguin has hired an Instructional Coach to help plan and facilitate instruction, playing a strong role in academic development of staff. The instructional coach leads teachers in developing lesson plans, delivery of instruction, and effective assessment tools. In addition, an interventionist has been added to the staff in order to work with struggling students, Kinder to second grade. This position will need training in order to improve the quality of reading for students and to identify students with learning problems, including dyslexia.

Teachers implement strategies to address areas of academic concern as identified through district and state assessments, universal screeners, and results from other sources of data.

Afternoon and Enrichment tutoring has been implemented to address students needs who are 2-3 years behind in Math and Reading.

Seguin has multiple sources of technology available for instruction and student use with grades 3-5 having one-to-one technology. New programs purchased will be reliant on updated technology for optimal operation and student success. These programs include StemScopes, Smarty Ants, Achieve 3000, iStation, Fast Forward, Dreambox, and Imagine Learning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Better small group instruction is needed to provide support for struggling readers. **Root Cause:** A lack of emphasis has been placed on guided reading. Training, equipment, and support is needed to ensure this practice is done with fidelity; as well as, certified teachers hired to tutor in small groups.

Problem Statement 2: Students of low socioeconomic backgrounds are more likely to come to school with a limited vocabulary and need resources and instruction to increase that deficit. **Root Cause:** Seguin students lack literature at home. They would benefit from an improved home learning library.

Problem Statement 3: Seguin's educational structure is a traditional school model and an effective leadership model is needed. **Root Cause:** Students who have a high mobility rate and/or low socioeconomic status often have a low value of self. Community service focused outward increases self-confidence and, as a result, increases academic achievement.

Problem Statement 4: A school-wide discipline plan is needed to decrease unwanted behavior. The positive behavior support system utilizes incentives to increase good choices. A PBS system is difficult to implement school-wide. **Root Cause:** A lack of structure, with positive reinforcement such as student incentives, has created a discipline problem. Teachers struggle to come up with effective incentives.

Problem Statement 5: Technology training will be necessary to implement one-to-one technology in the elementary schools. **Root Cause:** With new implementation of one-to-one technology, teachers are less fearful to implement these strategies with appropriately trained.

Perceptions

Perceptions Summary

High expectations and recognition of student strengths are in place to grow a positive campus culture and environment. Seguin Elementary campus-wide behavior management plan is based on Capturing Kids Hearts and Positive Behavior Support. Each classroom of trained teachers, has a social contract and students are held responsible for checking their own behavior as well as the behavior of their peers. Bullying seems to be a growing problem. Discipline referrals are reserved for severe events/outbursts. Teachers are proactive in teaching and modeling the accepted behaviors in classrooms and throughout the campus common areas (library, playground, cafeteria, restrooms). These initiatives contribute to lower student discipline referrals and prouder students. Every student belongs to a vertically grouped team to increase a sense of community. Each team focuses on academic and behavioral strengths.

Perceptions Strengths

Students and parents are greeted every morning by administrators and teachers and made to feel welcome. An increased emphasis on parent involvement has resulted in more parents volunteering. Capturing Kids Hearts and Positive Behavior Supports are in place for student behaviors. Silver Dollars are used as a point system to purchase items from the school store monthly. This promotes good behavior choices, along with reinforcing personal finance literacy.

Students participate in anti-bullying lessons, led by the school counselor and an outside source, which will present a motivational program to all students.

The Community Enrichment Liaison plans classes to increase the knowledge base of the parents who are able to attend. Community service projects are a focal point of our school atmosphere. All staff members also lead a variety of clubs for students to select from and participate in. Parents are encouraged to attend in monthly grade-level performances. Seguin provides a variety of opportunities for families to get involved: All Pro Dads, Healthy Habits classes, Principal & Parent Activities, Family Movie Nights, Parent's Night Out for attendance incentives, Family Content Nights, as well as other activities designed to encourage parent participation in school activities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parental involvement has increased but it is more prominent during occasional events rather than on an on-going consistent basis.

Root Cause: The working community has difficulty juggling family and employment responsibilities. We need to use the results from a parent survey to determine effectiveness of campus culture and how our campus can grow through community involvement, based on parent feedback. The Community Engagement Liaison will plan activities during and beyond school hours in order to increase participation.

Problem Statement 2: Lack of 100% participation in education school sponsored events, including camp and field trips. **Root Cause:** Fundraisers only fund a portion of the educational experiences, parents must fund the remaining portion. Due to the 87.2% of low socioeconomic students who attend Seguin, parents are often unable to pay for their child to participate

Problem Statement 3: Student discipline needs to improve. **Root Cause:** Little or no expectations school wide and a lack of incentives for displaying good behavior in and out of the classroom. Programs are needed to emphasize good behavior choices.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations

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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

Employee Data

- State certified and high quality staff data
- Teacher/Student Ratio

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Study of best practices









Goals

Goal 1: Students will demonstrate exemplary performance in comparison to state, 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. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. [TEC §4.001(b)(7)] [TEC §11.251-11.253] (T1,A SW #1, #2, #8, #9, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model, Relational Capacity) (SIP Requirements: 1, 2, 4, 5, 6) (H.B. 5) (H.B. 2804) (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 1: Provide high quality preschool programs to improve educational objectives for eligible children that include activities to engage families and to improve the transition from PreK-Kindergarten into elementary programs. (ESSA requirement)

Evaluation Data Source(s) 1: Enrollment data, GPISD assessment data

Summative Evaluation 1:








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>PBMAS Critical Success Factors CSF 1 CSF 5</p> <p>1) Continue to advertise the Pre-K in GPISD on the campus website, Facebook, signs and posters, Experience attendance, and through communication sent home to parents.</p>		District personnel, Principal, Assistant Principal	Greater number of students enrolled in Pre-K throughout the district.				
<p>PBMAS Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>2) Increase family involvement by encouraging parents and younger siblings to attend and participate in content nights.</p>	3.1, 3.2	Principal, Assistant Principal, iCoach, and Teachers	Students and their siblings will engage in content specific activities, increasing their knowledge base.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Students will demonstrate exemplary performance in comparison to state, 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. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. [TEC §4.001(b)(7)] [TEC §11.251-11.253] (T1,A SW #1, #2, #8, #9, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model, Relational Capacity) (SIP Requirements: 1, 2, 4, 5, 6) (H.B. 5) (H.B. 2804) (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 2: Implement College/Career Ready Initiatives with annual increases in successful completion rates and STAAR post-secondary rates, college coursework, college acceptance rates and work-based learning opportunities. (ESSA requirement)

Evaluation Data Source(s) 2: College acceptance, AP course data, completion rates,

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>PBMAS Critical Success Factors CSF 1 CSF 6</p> <p>1) Implement Counselor's approved Year Plan for college and career readiness activities that include but are not limited to:</p> <ol style="list-style-type: none"> Career Cruising Presentations Career Day Gen-Tex Week Activities 		Counselor and Staff	Students will increase college awareness				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Students will demonstrate exemplary performance in comparison to state, 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. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. [TEC §4.001(b)(7)] [TEC §11.251-11.253] (T1,A SW #1, #2, #8, #9, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model, Relational Capacity) (SIP Requirements: 1, 2, 4, 5, 6) (H.B. 5) (H.B. 2804) (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 3: Decrease dropout rates and increase completion rates for students designated as at risk of dropping out of school by TEA definitions.

Evaluation Data Source(s) 3: PEIMS data, completion rates. STAAR data, GPISD progress reports

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Classroom teachers will implement interventions with students receiving T2 and T3 services, with the support from the RTI case manager and iCoach</p>		Teachers, Principal, Assistant Principals, RTI Case Manager	More progress on report cards and progress reports. STAAR data will increase with student achievement.				
Funding Sources: 211 - Title 1 - 2000.00							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: Students will demonstrate exemplary performance in comparison to state, 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. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. [TEC §4.001(b)(7)] [TEC §11.251-11.253] (T1,A SW #1, #2, #8, #9, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model, Relational Capacity) (SIP Requirements: 1, 2, 4, 5, 6) (H.B. 5) (H.B. 2804) (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 4: Implement Needs Assessment processes and Professional Learning Communities (PLC) at each campus for data analysis of student achievement and behaviors for timely and effective interventions for all students in all subject areas.

Evaluation Data Source(s) 4: PLC rosters, training agendas, intervention documentation, tutoring records

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>1) Instructional Coach position will address instructional needs with teachers through planning, modeling, classroom observations, and feedback with the teachers.</p>		Principal, iCoach	Higher teacher retention and increased student achievement				
Funding Sources: 211 - Title 1 - 59000.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) Teachers will participate in PLC to unpack PA's, break down grade level TEKS and SE's, identify the specificity stated, and collaboratively plan effective lessons. Teachers will collaborate with the Instructional Coach and Teaching and Learning strategist to identify what additional professional development is needed.</p>		Principal, iCoach, and District Strategists	Higher teacher retention, quality instruction, increased student achievement				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							









Goal 1: Students will demonstrate exemplary performance in comparison to state, 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. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. [TEC §4.001(b)(7)] [TEC §11.251-11.253] (T1,A SW #1, #2, #8, #9, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model, Relational Capacity) (SIP Requirements: 1, 2, 4, 5, 6) (H.B. 5) (H.B. 2804) (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 5: Provide prescriptive instructional services and interventions to address identified student needs for specific groups of students as required and necessary, (SPED, LEP, GT, Migrant and at risk)

Evaluation Data Source(s) 5: tutoring records, prescriptive interventions documentation

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Refer families to GPISD Migrant Recruiter. Implement TX Migrant supplemental services.	2.4, 2.6						
<p>PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>2) Certified teachers will be hired as tutors to intervene with small groups of students and provide research based interventions in reading, math, and writing. Target student groups are All, BIL, Eco Dis, AA, H, and ELL students.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, iCoach	Increased student achievement through progress monitoring and assessment scores				
<p>Problem Statements: Student Academic Achievement 3 Funding Sources: 199 - SCE - 14373.00</p>							
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Identified GT students are served daily by a certified GT teacher and work with their grade level GT peers on higher level activities.</p>	2.4, 2.5, 2.6	Principal, GT Teacher, iCoach	Advanced students identified as GT, will continue to perform higher than their peers.				
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>4) Identified SPED students will be served through self-contained and inclusion services led by certified Special Education teachers and paraprofessionals.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, District Personnel, Teachers	SPED students will be served in their least restrictive environment and meet their potential for academic achievement.				
<p>Problem Statements: Demographics 4</p>							

<p align="center">PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Students will be placed in intervention groups based on data and individualized interventions will be put in place to increase student achievement. Targeted student groups are All, Eco Dis, AA, H, and ELL students</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, RTI Case Manager	Response to Intervention implemented with fidelity, identifying the needs of struggling learners with efficiency.				
<p>Problem Statements: Student Academic Achievement 1 Funding Sources: 211 - Title 1 - 2000.00</p>							
<p align="center">PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>6) Data meetings will be held after each Quarter Assessment to review the lowest SE's to guide instruction and intervention planning. Follow up training will be provided via Faculty Meetings. This ensures that all students have opportunities to participate in accelerated instruction.</p>	2.4, 2.6	Principal, Assistant Principal, iCoach	Increased quality of instruction and student achievement				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 5 Problem Statements:

<p>Demographics</p>
<p>Problem Statement 4: Learning opportunities and supplemental instructional materials are needed. Providing on-level supplemental instructional materials will expose them to a higher rigor of instruction. Root Cause 4: Special Education students make up 20% of the student population. Those not in the special education population struggle with academics. Almost 75% of the General Education student body are 1 or more years behind grade level.</p>
<p>Student Academic Achievement</p>
<p>Problem Statement 1: Student achievement standard score was extremely low. The STAAR performance on all tests, in all subjects and grade levels, needs to improve. Root Cause 1: More emphasis needs to be placed on support for kindergarten through second grade reading in order to teach students to read before the 3rd grade. Struggling readers need to be identified earlier in the school year through the RTI process, with the support from an RTI case manager.</p>
<p>Problem Statement 3: Economically disadvantaged students make up 89% of our school population. Many of these students are classified as McKinney Vento and struggle academically. Small group instruction is the best way to catch them up, but staff is not always available to pull a small group. Root Cause 3: Students who have a high mobility rate and/or low socioeconomic status come to school lacking the skills and vocabulary needed to be on grade level. Computer programs help, but who are needed the most are certified teachers who can come in part time and help with small group instruction.</p>

Goal 1: Students will demonstrate exemplary performance in comparison to state, 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. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. [TEC §4.001(b)(7)] [TEC §11.251-11.253] (T1,A SW #1, #2, #8, #9, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model, Relational Capacity) (SIP Requirements: 1, 2, 4, 5, 6) (H.B. 5) (H.B. 2804) (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 6: Implement curriculum to improve relational capacity between administrators, teachers and students and their families to improve the teaching and learning environment.

Evaluation Data Source(s) 6: program documentation (Rachel's Challenge), student/teacher feedback

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Students and Staff will participate in Capturing Kids Hearts, Hand Prints on Hearts, Community Service projects and monthly guidance lessons to help promote a positive, caring, safe, and secure environment to meet the needs of the students emotionally.</p>		Principal, Assistant Principal, Counselor	Emotionally strong staff and students, with an increased amount of relational capacity among parents, students, and staff				
<p>Problem Statements: Student Academic Achievement 3 - School Processes & Programs 3 Funding Sources: 199 - General Fund - 300.00</p>							
<p>Critical Success Factors CSF 4</p> <p>2) Track and Implement Attendance Incentives to build Relational Capacity among staff and students.</p>		Principal, Assistant Principal, PIEMS clerk, Staff	Increased staff and student attendance and more opportunity for quality instruction				
<p>Problem Statements: Demographics 2 Funding Sources: 199 - General Fund - 1000.00</p>							
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Performance Objective 6 Problem Statements:

Demographics
<p>Problem Statement 2: Attendance rate of 96% needs to increase to at least 97.5%. Root Cause 2: Incentives are needed to increase attendance and reduce tardies. Parent programs are lacking and need to be implemented to help show the importance of education.</p>
Student Academic Achievement

Problem Statement 3: Economically disadvantaged students make up 89% of our school population. Many of these students are classified as McKinney Vento and struggle academically. Small group instruction is the best way to catch them up, but staff is not always available to pull a small group. **Root Cause 3:** Students who have a high mobility rate and/or low socioeconomic status come to school lacking the skills and vocabulary needed to be on grade level. Computer programs help, but who are needed the most are certified teachers who can come in part time and help with small group instruction.

School Processes & Programs








Problem Statement 3: Seguin's educational structure is a traditional school model and an effective leadership model is needed. **Root Cause 3:** Students who have a high mobility rate and/or low socioeconomic status often have a low value of self. Community service focused outward increases self-confidence and, as a result, increases academic achievement.

Goal 1: Students will demonstrate exemplary performance in comparison to state, 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. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. [TEC §4.001(b)(7)] [TEC §11.251-11.253] (T1,A SW #1, #2, #8, #9, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model, Relational Capacity) (SIP Requirements: 1, 2, 4, 5, 6) (H.B. 5) (H.B. 2804) (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 7: Improve student attendance with software that monitors attendance, provides student detail reports, sends notifications in home language and prepares reports for PEIMS and administrators.

Evaluation Data Source(s) 7: Attendance Reports

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>PBMAS</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Utilize Attention2Attendance software to improve monitoring and interventions for students with attendance challenges.</p>	2.4, 2.5	Attendance Clerks/PEIMS	Improved campus attendance rate and improved student achievement.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: 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 to improve student learning. Measurements: Recruitment data, retention rates, training records, classroom walkthroughs, teacher evaluations. [TEC §4.001(b)(6)(9)] (T1, A SW #3, #4, #5) (GPISD 6 Plays: Intentional Leadership, Data Driven Management, Engaged Instruction via the 5E Model) (SIP Requirements: 3, 7) (TEA Strategic Priority 1)

Performance Objective 1: Support instructional leadership development focused on the observation/feedback cycle to create personalized professional development for campus leaders who provide a rigorous evaluation and support system for teachers.

Evaluation Data Source(s) 1: classroom walkthrough data, teacher evaluation system data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>1) Teachers will participate in PLC to unpack PA's, break down grade level TEKS and SE's, identifying the specificity stated, and collaboratively plan effective lessons. Teachers will collaborate with the Instructional Coach and Teaching and Learning strategist to identify what additional professional development is needed to be vertically and horizontally aligned during this process</p>		Principal, Assistant Principal, District Personnel, iCoach	Higher level of instruction and increased student achievement				
Problem Statements: Demographics 6							
<p>Critical Success Factors CSF 4 CSF 7</p> <p>2) Teachers will be provided opportunities to attend training, collaborate, and present to the staff on new learning that supports the district initiatives in all areas such as GT, ESL/DL, Reading, Math, Writing, Science, Management, and Special Education.</p>		Principal, Assistant Principal, iCoach, Teachers	Increased quality of instruction for all students, including special populations				
<p>Critical Success Factors CSF 3</p> <p>3) Instructional leaders will be provided the opportunity to attend quality professional development</p>		Principal, Assistant Principal	Leadership skills will improve				
Funding Sources: 199 - SCE - 500.00							



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

Demographics




Problem Statement 6: 48% of the classroom teachers are new to their grade level or to the district, 63% having less than 5 years of experience. **Root Cause 6:** Teacher retention rate was less than 70%. Classroom teacher experience is lacking due to 63% of the teachers of record having less than 5 years of teaching experience. An instructional coach is needed to support Tier 1 instruction, plan with inexperienced teachers, and to find resources needed to help new teachers be successful. Opportunities to visit master teachers should be provided.

Goal 2: 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 to improve student learning. Measurements: Recruitment data, retention rates, training records, classroom walkthroughs, teacher evaluations. [TEC §4.001(b)(6)(9)] (T1, A SW #3, #4, #5) (GPISD 6 Plays: Intentional Leadership, Data Driven Management, Engaged Instruction via the 5E Model) (SIP Requirements: 3, 7) (TEA Strategic Priority 1)

Performance Objective 2: Develop and implement initiatives to recruit, hire and retain effective teachers, campus administrators and other instructional leaders.

Evaluation Data Source(s) 2: retention data, recruitment data

Summative Evaluation 2:








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6 CSF 7</p> <p>1) Staff will read and adhere to the business operations handbook, safe schools training, faculty school handbook, and district handbook to make certain all policies, procedures, laws, and expectations are followed.</p>		Principal, Assistant Principal	Consistent operation of procedures and expectations				
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>2) Track and Implement fun activities and Social Committee and Attendance Incentives to build Relational Capacity among staff and administration</p>		Principal, Assistant Principal, Counselor, Office Staff, Committee members, teachers	Increased relational capacity, attendance, and staff morale, leading to better instruction and atmosphere				
Funding Sources: 199 - General Fund - 500.00							
							

Goal 2: 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 to improve student learning. Measurements: Recruitment data, retention rates, training records, classroom walkthroughs, teacher evaluations. [TEC §4.001(b)(6)(9)] (T1, A SW #3, #4, #5) (GPISD 6 Plays: Intentional Leadership, Data Driven Management, Engaged Instruction via the 5E Model) (SIP Requirements: 3, 7) (TEA Strategic Priority 1)

Performance Objective 3: Provide ongoing technical assistance to teachers and PLC members for connecting analysis of student achievement data to effective classroom interventions for all students (SPED, LEP, GT, Migrant and at-risk students as identified) in all subject areas.

Evaluation Data Source(s) 3: PLC feedback, lesson plans, student achievement data

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Using data from and inputting data in Edugence, all teachers and students will track their performance on Quarter Assessments with documented goals. Teachers will continue to progress monitor each student using the required literacy assessments, STAR 360, DRA, and TPRI. Students will work for academic incentives for their academic progress.</p>		Principal, Assistant Principal, iCoach	Data Driven Decisions				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							








Goal 3: Parents and community members will be full partners with educators in the education of GPISD students.

Measurements: Parent/community engagement meetings, community partnerships/organizations, EIC and CIC meetings, parent workshops/training, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. [TEC Â§4.001(b)(1)] (T1,A SW #6) (GPISD 6 Plays: Relationship Capacity, Intentional Leadership) (SIP Requirement: 8) (Local Strategic Priority 6)

Performance Objective 1: GPISD Improvement Committee and Campus Improvement Committees will utilize GPISD Board Policy requirements (parents, community, teachers) to assist with the annual Comprehensive Needs Assessment and District and Campus Improvement Plan development.

Evaluation Data Source(s) 1: CIC documentation, CIC feedback, Title 1 requirements documentation, CNA documentation

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Parents will be invited to provide feedback and give input on the formation of CIC, PTA, and parent Involvement this School Year at a BOY Kick-off Meeting. All required CIC meetings will be held, documented, and posted.</p>	3.1, 3.2	Principal	Increased parent involvement				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: Parents and community members will be full partners with educators in the education of GPISD students. Measurements: Parent/community engagement meetings, community partnerships/organizations, EIC and CIC meetings, parent workshops/training, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. [TEC Â§4.001(b)(1)] (T1,A SW #6) (GPISD 6 Plays: Relationship Capacity, Intentional Leadership) (SIP Requirement: 8) (Local Strategic Priority 6)

Performance Objective 2: Expand outreach services to all parents and family community members and implement programs, activities and procedures for the engagement of parents, families, community members and volunteers.

Evaluation Data Source(s) 2: Numbers of parents/family/ community members served, in attendance. Feedback forms.

Summative Evaluation 2:



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>PBMAS Critical Success Factors CSF 5 CSF 6</p> <p>1) Parents will be invited to provide feedback and give input on a parent survey</p>	3.2	Community Enrichment Coordinator	Increased parent input				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Parent/School Compact, Parent Involvement Policy, Parent Calendars, and Communication Information are sent to all parents on the first day of school or provided during online registration.</p>	3.1, 3.2	Principal, Community Enrichment Coordinator	Increased parent input				
<p>PBMAS Critical Success Factors CSF 5 CSF 6</p> <p>3) Parents will be invited to participate in monthly classes, school activities (Trunk or Treat, Book Character Dress Up Day, National Night Out, School Performances, Pop-Tarts with the Principal, All Pro Dads, Muffins with Mom, and other events), One-to-One conferences.</p>	3.2	Principal, Assistant Principal, Community Enrichment Coordinator, Teachers, and Staff	Increased parent involvement and knowledge of academic expectations				
<p>Funding Sources: 199 - SCE - 500.00</p>							
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 3: Parents and community members will be full partners with educators in the education of GPISD students. Measurements: Parent/community engagement meetings, community partnerships/organizations, EIC and CIC meetings, parent workshops/training, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. [TEC Â§4.001(b)(1)] (T1,A SW #6) (GPISD 6 Plays: Relationship Capacity, Intentional Leadership) (SIP Requirement: 8) (Local Strategic Priority 6)

Performance Objective 3: Provide district/campus opportunities for parents and community members to participate in academic workshops to strengthen the home/school/community connection.

Evaluation Data Source(s) 3: Session planning documentation, agendas and attendance, Parent Involvement policy review, parent surveys

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Academic Family Nights for each grade level, educational trip chaperons, and classes to teach content to parents.	3.2	Principal, Assistant Principal, iCoach, Community Enrichment Coordinator, RTI Coordinator	Increased parent involvement and academic expectations				
Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 2 - Perceptions 1 Funding Sources: 211 - Title 1 - 1200.00							
							

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: With the number of at-risk students making up 78% of the student population, Seguin achievement continues to be lower than expected. Root Cause 1: There is a need for the coordination of planning for instruction, budgeting, and expenditures to improve services and build academic skills for at-risk students and low achieving students.
Student Academic Achievement
Problem Statement 1: Student achievement standard score was extremely low. The STAAR performance on all tests, in all subjects and grade levels, needs to improve. Root Cause 1: More emphasis needs to be placed on support for kindergarten through second grade reading in order to teach students to read before the 3rd grade. Struggling readers need to be identified earlier in the school year through the RTI process, with the support from an RTI case manager.
School Processes & Programs
Problem Statement 2: Students of low socioeconomic backgrounds are more likely to come to school with a limited vocabulary and need resources and instruction to increase that deficit. Root Cause 2: Seguin students lack literature at home. They would benefit from an improved home learning library.

Perceptions








Problem Statement 1: Parental involvement has increased but it is more prominent during occasional events rather than on an on-going consistent basis. **Root Cause 1:** The working community has difficulty juggling family and employment responsibilities. We need to use the results from a parent survey to determine effectiveness of campus culture and how our campus can grow through community involvement, based on parent feedback. The Community Engagement Liaison will plan activities during and beyond school hours in order to increase participation.

Goal 4: Instructional Technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments. Measurements: Technology inventory, campus Needs Assessment, purchase orders with CIP references, usage logs. [TEC §4.001(b)(10)] (T1,A SW #2, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model, Instructional Leadership, Data Driven Management) (SIP Requirements: 2, 3) (ISTE Standards) (Local Strategic Priority 5)

Performance Objective 1: Update and improve technology hardware and software applications for instruction and data retention as defined in the GPISD Technology Plan.

Evaluation Data Source(s) 1: Campus inventory, purchase orders, usage data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Utilize the one-to-one technology in order for the staff to increase professional development, online or in person, to improve instruction in the classroom.</p>		Principal, Assistant Principal, iCoach, IMS, District Technology staff	All classroom teachers will incorporate a variety of technology programs and applications to deliver high quality instruction to students in at least one lesson every day.				
Problem Statements: Demographics 3, 4 - Student Academic Achievement 2 - School Processes & Programs 5							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 3: Student achievement shows that 58% of all students approach grade level standard. Root Cause 3: Instructional programs and assistance with these programs are needed to address the multi-faceted needs of our at-risk student population. An increase in enrichment style learning activities will improve student achievement data for all learners. Providing professional development opportunities centered on student achievement will increase student scores. An intervention teacher is needed.</p>
<p>Problem Statement 4: Learning opportunities and supplemental instructional materials are needed. Providing on-level supplemental instructional materials will expose them to a higher rigor of instruction. Root Cause 4: Special Education students make up 20% of the student population. Those not in the special education population struggle with academics. Almost 75% of the General Education student body are 1 or more years behind grade level.</p>
Student Academic Achievement
<p>Problem Statement 2: Reading is the greatest area in need of improvement. Data shows that almost half of all students at Seguin read below grade level. Root Cause 2: Programs such as Fast Forward, Achieve 3000, Smarty Ants, Reading A to Z, Stem-Scopes, Soundations, Bridges, Tutors, and other research-based programs help to strengthen reading ability when used with fidelity. Training is needed for teachers to use these, and other, research-based programs.</p>

School Processes & Programs

Problem Statement 5: Technology training will be necessary to implement one-to-one technology in the elementary schools. **Root Cause 5:** With new implementation of one-to-one technology, teachers are less fearful to implement these strategies with appropriately trained.

Goal 4: Instructional Technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments. Measurements: Technology inventory, campus Needs Assessment, purchase orders with CIP references, usage logs. [TEC §4.001(b)(10)] (T1,A SW #2, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model, Instructional Leadership, Data Driven Management) (SIP Requirements: 2, 3) (ISTE Standards) (Local Strategic Priority 5)

Performance Objective 2: GPISD will design and implement a comprehensive digital integration plan to incorporate technology and effective applications into the teaching and learning process.

Evaluation Data Source(s) 2: classroom walkthroughs, teacher feedback, usage logs

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>1) Administration will provide needed feedback to teachers using iPad App in order to increase the quality of tier 1 instruction.</p>		Principal, Assistant Principal, and iCoach	Timely feedback for all teachers and increased student achievement measured through progress monitoring.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Students will use iPads and laptops to strengthen reading, math, Science, and writing skills.</p>		Principal, IMS, Teachers, iCoach	Students will use the one-to-one technology to utilize computer programs at a greater rate and strengthen academic content and skills, improving assessment scores.				
<p>Problem Statements: Student Academic Achievement 1, 2</p> <p>Funding Sources: 211 - Title 1 - 7500.00</p>							
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue</p>							

Performance Objective 2 Problem Statements:



Student Academic Achievement
<p>Problem Statement 1: Student achievement standard score was extremely low. The STAAR performance on all tests, in all subjects and grade levels, needs to improve. Root Cause 1: More emphasis needs to be placed on support for kindergarten through second grade reading in order to teach students to read before the 3rd grade. Struggling readers need to be identified earlier in the school year through the RTI process, with the support from an RTI case manager.</p>
<p>Problem Statement 2: Reading is the greatest area in need of improvement. Data shows that almost half of all students at Seguin read below grade level. Root Cause 2: Programs such as Fast Forward, Achieve 3000, Smarty Ants, Reading A to Z, Stem-Scopes, Soundations, Bridges, Tutors, and other research-based programs help to strengthen reading ability when used with fidelity. Training is needed for teachers to use these, and other, research-based programs.</p>

Goal 5: 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. Measurements: Safety audit reports, behavior records, PEIMS data.

Performance Objective 1: GPISD will ensure the safety and well-being of students, staff, parents and community members and will provide a report to the Board of Education.

Evaluation Data Source(s) 1: Incident reports. BOE report format.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 1) Parents will be provided nutrition classes.		Principal, Parent Involvement Liaison	Parents will learn strategies to benefit the health and well-being of their children.				
Funding Sources: 199 - General Fund - 500.00							
							

Goal 5: 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. Measurements: Safety audit reports, behavior records, PEIMS data.

Performance Objective 2: Provide an effective student management framework to ensure student, staff and school safety.

Evaluation Data Source(s) 2: Incident reports.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Continue the anonymous bullying reporting system for students and parents.		Principal, Assistant Principal, Counselor	Present a guidance lesson in each classroom sharing expectations for anti-bullying and discipline.				
Critical Success Factors CSF 6 2) Monitor student behavior by implementing a positive behavior system and encouraging student participation in supplemental programs to facilitate an informed comprehensive safety/discipline plan.		Principal, Assistant Principal, Counselor, Teachers, and Staff	Improved cafeteria, hallway, and recess behavior, reducing the number of discipline referrals.				
Problem Statements: Perceptions 3 Funding Sources: 199 - General Fund - 1000.00							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 3: Student discipline needs to improve. Root Cause 3: Little or no expectations school wide and a lack of incentives for displaying good behavior in and out of the classroom. Programs are needed to emphasize good behavior choices.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	3	1	Classroom teachers will implement interventions with students receiving T2 and T3 services, with the support from the RTI case manager and iCoach
1	4	1	Instructional Coach position will address instructional needs with teachers through planning, modeling, classroom observations, and feedback with the teachers.
1	4	2	Teachers will participate in PLC to unpack PA's, break down grade level TEKS and SE's, identify the specificity stated, and collaboratively plan effective lessons. Teachers will collaborate with the Instructional Coach and Teaching and Learning strategist to identify what additional professional development is needed.
1	5	2	Certified teachers will be hired as tutors to intervene with small groups of students and provide research based interventions in reading, math, and writing. Target student groups are All, BIL, Eco Dis, AA, H, and ELL students.
1	5	5	Students will be placed in intervention groups based on data and individualized interventions will be put in place to increase student achievement. Targeted student groups are All, Eco Dis, AA, H, and ELL students
1	5	6	Data meetings will be held after each Quarter Assessment to review the lowest SE's to guide instruction and intervention planning. Follow up training will be provided via Faculty Meetings. This ensures that all students have opportunities to participate in accelerated instruction.
1	6	1	Students and Staff will participate in Capturing Kids Hearts, Hand Prints on Hearts, Community Service projects and monthly guidance lessons to help promote a positive, caring, safe, and secure environment to meet the needs of the students emotionally.
1	7	1	Utilize Attention2Attendance software to improve monitoring and interventions for students with attendance challenges.
2	1	1	Teachers will participate in PLC to unpack PA's, break down grade level TEKS and SE's, identifying the specificity stated, and collaboratively plan effective lessons. Teachers will collaborate with the Instructional Coach and Teaching and Learning strategist to identify what additional professional development is needed to be vertically and horizontally aligned during this process

State Compensatory

Personnel for Seguin Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Craig, Thongma K	Teacher		1
Matthews, Holly	iCoach		1
Trantham, Tracia L	Teacher		1

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Deedie Jones	Principal
Administrator	Aaliyah Miranda	AP
Classroom Teacher	Shelby Dietz	3rd grade
Classroom Teacher	Kayla Smith	KN Teacher
District-level Professional	Aaron Houston	Technology
Classroom Teacher	Brooklynn McKinney	1st Grade
Classroom Teacher	Luz Juarez	2nd Grade
Classroom Teacher	Zerina Dickinson	4th Grade
Classroom Teacher	Natalie Bush	5th Grade

District Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1			\$300.00
1	6	2			\$1,000.00
2	2	2			\$500.00
5	1	1			\$500.00
5	2	2	Incentives for PBS		\$1,000.00
Sub-Total					\$3,300.00
199 - SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Certified Teachers as Tutors		\$14,373.00
2	1	3			\$500.00
3	2	3			\$500.00
Sub-Total					\$15,373.00
211 - Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$2,000.00
1	4	1			\$59,000.00
1	5	5	RTI Case Manager, tools for progress monitoring		\$2,000.00
3	3	1			\$1,200.00
4	2	2	Computer based programs and training		\$7,500.00
Sub-Total					\$71,700.00
Grand Total					\$90,373.00