

Seminole Independent School District

District Improvement Plan

2017-2018

Accountability Rating: Met Standard



Mission Statement

Seminole Independent School District, in cooperation with parents and community, will develop well educated citizens, who are assets to society, by maintaining a high quality staff utilizing the latest technology and resources.

Vision

Our decisions and actions will be focused on Student Learning.

Comprehensive Needs Assessment

Student Academic Achievement

Student Academic Achievement Summary

At the end of 2016-2017, 60% of students were reading at grade level expectations.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Students are performing below grade level expectations in many areas. **Root Cause:** Teachers and administrators have not received appropriate staff development.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course 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
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data

Student Data: Student Groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Annual dropout rate data

- Attendance data
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: The percentage of all students who are approaching grade level in STAAR reading will increase from 71% to 73% by May 2018.

Performance Objective 1: Guided Reading will be utilized in elementary classrooms with professional development opportunities and ongoing support.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

TEA Priorities: 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Guided Reading will be utilized in elementary classrooms with professional development opportunities and ongoing support.	Elementary Reading Teachers and Administrators.	Increased percentage of students approaching grade level expectations.				
PBMAS Equity Plan Strategy 2) Staff development for ELAR teachers will be targeted and data driven.	Administrators	Increased level of student performance.				
PBMAS Equity Plan Strategy 3) Administrators will receive ongoing training and professional development, including PLC training.	District Administrators	Increased leader effectiveness.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: The percentage of all students who are at approaching grade level standard in STAAR math will increase from 77% to 79% by May 2018.

Performance Objective 1: Guided Math will be utilized in 2-5 classrooms with professional development opportunities and ongoing support.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

TEA Priorities: 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
System Safeguard Strategy PBMAS Equity Plan Strategy 1) Staff development for all math teachers will be targeted and data driven.	Administrators	Increased level of student performance.				
2) Administrators will receive ongoing training and professional development, including PLC training.	District Administrators	Increased leader effectiveness.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						










Goal 3: The percentage of all students in grades K-2 who are reading at grade level in Guided Reading will increase from 60% to 65% by May 2018.

Performance Objective 1: Guided Reading will be utilized in elementary classrooms with professional development opportunities and ongoing support.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

TEA Priorities: 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p>Equity Plan Strategy</p> <p>1) Training on guided reading will be targeted and ongoing support will be given.</p>	Administrators	Increased level of student performance.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: ACT/SAT participation rate will increase from 56% to 58% by May 2018.

Performance Objective 1: Provide information to students, parents and staff on ACT/SAT.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Counselors and administrators will develop strategies to increase student and parent awareness of ACT/SAT tests.	Administrators	Increased number of students participating in ACT/SAT tests.				
2) Students will be given opportunity to participate in ACT Bootcamp.	Administrators	Increased number of students participating in ACT/SAT tests.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 5: System safeguards will be addressed in all areas.

System Safeguard Strategies

Goal	Objective	Strategy	Description
2	1	1	Staff development for all math teachers will be targeted and data driven.

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1: Comprehensive Needs Assessment

Goal 1, Objective 1, Strategy 2;

Goal 1, Objective 1, Strategy 3;

Goal 1, Objective 1, Strategy 4;

Goal 1, Objective 1, Strategy 5;

Goal 2, Objective 3, Strategy 1;

Goal 3, Objective 1, Strategy 1;

Goal 5, Objective 1, Strategy 1;

2: Schoolwide Reform Strategies

Goal 1, Objective 1, Strategy 5

3: Instruction by highly qualified professional teachers

Goal 2, Objective 1, Strategy 1;

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

Goal 2, Objective 2, Strategy 1;

5: Strategies to attract highly qualified teachers

Goal 2, Objective 3, Strategy 1;

6: Strategies to increase parental involvement

Goal 5, Objective 1, Strategy 3;

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

Goal 5, Objective 1, Strategy 2;

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Goal 1, Objective 1, Strategy 4;

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

Goal 1, Objective 1, Strategy 5;

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

Goal 1, Objective 1, Strategy 5;