

Seminole Independent School District
District Improvement Plan
2018-2019



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.

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Comprehensive Needs Assessment

Needs Assessment Overview

Areas of Need:

- promethean boards need updating
- Apple TV
- Screens
- daily PLC time for departments would be beneficial
- professional development is needed in
 - utilizing data
 - PLCs
 - RTI
 - iStation
 - TEKS Resource System
 - research based assessments
 - guided reading
 - universal screeners
 - bilingual and ESL
 - poverty
 - Capturing Kids Heart
 - writing
 - problem solving math training
 - writing across the curriculum
 - SpEd
- campus based instructional coaches
- Imagine Math Facts to increase student fluency of math facts
- Increase number of ESL certified teachers
- Increase number of Bilingual certified teachers
- Increase CTE course offerings at HS
- SAT/ACT boot camps for HS for Jrs. and Srs.
- PSAT
- increase parental involvement opportunities
- Guided Reading leveling system

- Guided Reading books in English and Spanish

Student Academic Achievement

Student Academic Achievement Summary

Seminole ISD STAAR 2018

Primary

STAAR	2017-2018				2016-2017			
	App	Meets	Masters	Total	App	Meets	Masters	Total
3 Reading	73	38	21	44	66	31	20	39
3 Math	79	54	28	54	67	40	21	43
Primary	76	46	25	49	67	36	21	41

Elementary

STAAR	2017-2018				2016-2017			
	App	Meets	Masters	Total	App	Meets	Masters	Total
4 Reading	59	38	20	39	62	34	18	38
4 Math	61	30	16	36	55	26	14	32
4 Writing	45	23	5	24	47	18	5	23
5 Reading	73	41	17	44	74	37	20	44
5 Math	83	43	23	50	82	35	17	45
5 Science	76	44	21	47	66	40	18	41
Elementary	66	37	17	40	64	32	15	37

Junior
High

STAAR	2017-2018				2016-2017			
	App	Meets	Masters	Total	App	Meets	Masters	Total
6 Reading	52	29	15	32	62	28	10	33
6 Math	71	35	16	41	66	37	12	38
7 Reading	57	27	15	33	66	41	23	43
7 Math	60	28	11	33	68	40	18	42
7 Writing	53	29	4	29	68	29	6	34

8 Reading	77	44	18	46	86	50	22	53
8 Math	85	56	21	54	88	56	14	53
8 Science	73	47	27	49	78	52	22	51
8 SS	48	17	8	24	71	36	18	42
SJH	64	35	15	38	73	41	16	43

High
School

STAAR	2017-2018				2016-2017			
	App	Meets	Masters	Total	App	Meets	Masters	Total
English I	63	45	4	37	59	46	4	36
English II	66	49	7	41	59	39	4	34
Algebra I	82	49	24	52	84	42	24	50
Biology	90	71	16	59	86	49	12	49
US History	91	54	25	57	92	63	24	60
SHS	78	54	15	49	76	48	14	46

Student Academic Achievement Strengths

- 3rd Grade Math
- 5th Grade Math
- 8th Grade Math
- Algebra I
- Biology
- U.S. History

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.

District Processes & Programs

District Processes & Programs Strengths

*District First Year Academy offered to all new teachers to SISD. The academy consists of a 3 day training before school begins in August and four days throughout the school year for targeted professional development.

*SHARS Program is used to pay for college classes for paraprofessionals seeking teaching degree. Funds are also used to fund masters degrees for employees.

*Low cost day care is offered to employees.

*PLCs are built into some campus schedules, allowing teachers time to plan together.

*Summer PD is offered in the district, based on staff surveys.

*Instructional specialists offer support on each campus, as needed.

*Campus principals attend Instructional Leadership Meetings on a monthly basis.

*SISD Administrators attend several job fairs and jobs are posted on various sites.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Recruiting teachers to Seminole is a challenge. **Root Cause:** The cost of living in Seminole is high.

Perceptions

Perceptions Summary

Commissioner's Priorities

- Recruit, support, and retain teachers and principals
- Build a foundation of reading and math
- Connect high school to career and college
- Improve low performing schools

Perceptions Strengths

- great school district
- technology
- SHARS
- facilities
- guided reading
- universal screener
- improvement in vertical alignment
- use of data
- CNA classes
- boot camps
- business partnerships
- FAFSA assistance
- RTI
- professional development
- PLCs
- Improved Parent communication

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
- Postsecondary college, career or military-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- 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.
- Career and Technical Education (CTE) data, including academic achievement, progress, 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





Revised/Approved: October 15, 2015




Goal 1: The percentage of all students who meet grade level in STAAR reading will increase from 40% to 42% by May 2019.

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: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Guided Reading will be utilized in elementary classrooms with professional development opportunities and ongoing support.</p>	2.4, 2.5, 2.6	Elementary Reading Teachers and Administrators.	Increased percentage of students approaching grade level expectations.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Staff development for ELAR teachers will be targeted and data driven.</p>	2.4, 2.5, 2.6	Administrators	Increased level of student performance.				
<p>Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Administrators will receive ongoing training and professional development, including PLC training.</p>	2.4, 2.5, 2.6	District Administrators	Increased leader effectiveness.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) Academic and Behavior RTI will be utilized to target student learning deficits.</p>	2.4, 2.5, 2.6	Campus RTI Coordinator District RTI Personnel	Increased level of student performance.				

<p align="center">PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) Bilingual teachers will have the opportunity to attend TABE Conference and other professional development targeted to EL students.</p>	2.6	Campus and District Administrators	Increased teacher efficacy				
<p align="center">PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) Guided Reading materials in Spanish will be utilized.</p>	2.4, 2.6	Campus and District Administrators	Increased level of student performance.				
<p align="center">PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>7) Teachers and administrators will have the opportunity to attend professional development activities targeted to meeting needs of Special Education students.</p>	2.4, 2.5, 2.6	Campus and District Administrators	Increased level of student performance.				





 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue






Goal 2: The percentage of all students who meet grade level standard in STAAR Math will increase from 44% to 46% by May 2019.

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

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 1) Staff development for all math teachers will be targeted and data driven.	2.4, 2.5, 2.6	Administrators	Increased level of student performance.				
Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 2) Administrators will receive ongoing training and professional development, including PLC training.	2.4, 2.5, 2.6	District Administrators	Increased leader effectiveness.				
Critical Success Factors CSF 1 CSF 2 CSF 4 3) Academic and Behavior RTI will be utilized to target student learning deficits.	2.4, 2.5, 2.6	Campus RTI Coordinator District RTI Personnel	Increased level of student performance.				
PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 4) Bilingual teachers will have the opportunity to attend TABE Conference and other professional development targeted to EL students.	2.4, 2.5, 2.6	Campus and District Administrators	Increased teacher efficacy				

<p align="center">PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>5) Teachers and administrators will have the opportunity to attend professional development activities targeted to meeting needs of Special Education students.</p>	2.4, 2.5, 2.6	Campus and District Administrators	Increased level of student performance.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							






Goal 3: The percentage of all students in grades K-2 who are reading at grade level in Guided Reading will increase from 72% to 73% by May 2019.

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: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) Students will be administered iStation ISIP test monthly and teachers will reorganize groups based on data.	2.4, 2.5, 2.6	Administrators	Increased level of student performance.				
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 2) Teachers will be trained on administering Fountas and Pinnell.	2.4, 2.5, 2.6	Administrators	Increase the number of students advancing through reading levels.				
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 3) Guided Reading will be utilized in elementary classrooms with professional development opportunities and ongoing support.	2.4, 2.5, 2.6	Elementary Reading Teachers and Administrators.	Increased percentage of students approaching grade level expectations.				
PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 4) Bilingual teachers will have the opportunity to attend TABE Conference and other professional development targeted to EL students.	2.6	Campus and District Administrators	Increased teacher efficacy				
PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 5) Guided Reading materials in Spanish will be utilized.	2.4, 2.6	Campus and District Administrators	Increased level of student performance.				

<p align="center">PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>6) Teachers and administrators will have the opportunity to attend professional development activities targeted to meeting needs of Special Education students.</p>	<p>2.4, 2.5, 2.6</p>	<p>Campus and District Administrators</p>	<p>Increased level of student performance.</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 4: The percentage of Graduating Seniors TSI College Ready in both Math and Reading from 30% to 32% by May 2019.

Performance Objective 1: Increased number of High School Seniors testing college ready in Math(350 TSI) & Reading(351 TSI).

Evaluation Data Source(s) 1:

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 1) Inform parents and students about the TSI exam.	2.5, 2.6	College Career Advisor and Administration	Increased number of students taking the TSI exam.				
Critical Success Factors CSF 1 2) Students will have an opportunity to take the TSI during the school day, Sophomore or Junior Year.	2.4	College Career Advisor and Administration	Increased number of students taking the TSI exam.				
Critical Success Factors CSF 1 3) Students who do not test college ready in both Reading and Math will have more opportunities to retake any or all sections.	2.4, 2.5, 2.6	College Career Advisor and Administration	Increased number of students testing at college readiness level.				
Critical Success Factors CSF 1 CSF 2 CSF 4 4) If a student has not tested college ready on Math/Reading they will take a college prep class related to the subject(s) they have not passed.	2.4, 2.5, 2.6	College Career Advisor, High School Counselors and Administration	Increased number of students meeting CCMR criteria.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 5: Ensure successful transitions for children and their families from preschool through high school.

Performance Objective 1: Conduct a needs assessment in order to determine current transition activities and services as well as issues or possible barriers.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 6 1) Create a district transition plan by identifying district goals, strategies and outcomes.		District Administration	Successful evaluation of our overall district transition plan.				
Critical Success Factors CSF 6 2) Support campuses in creation and implementation of school transition plans.		District Administration	Overall success of student transition from campus to campus.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Addendums

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

	<p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Corrective Action</i>	<p>Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.</p>
<i>Transfers</i>	<p>The principal or designee shall refer to FDB for transfer provisions.</p>
<i>Counseling</i>	<p>The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.</p>
Improper Conduct	<p>If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.</p>
Confidentiality	<p>To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.</p>
Appeal	<p>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.</p>
Records Retention	<p>Retention of records shall be in accordance with CPC(LOCAL).</p>
Access to Policy and Procedures	<p>This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.</p>

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