

Seymour ISD

District Improvement Plan

2019-2020

Date Reviewed: October 7, 2019

Date Approved: October 17, 2019

Seymour ISD

Mission Statement

Seymour ISD will strive to produce competent graduates who can succeed at their next level of endeavor, who believe in the worth and dignity of themselves and others, and who pursue lifelong learning in an ever changing, richly diverse society. This will be done by providing an environment conducive to learning and a well-balanced curriculum, delivered by a highly qualified staff responsible for learning, with an uncompromising commitment to excellence.

Vision

The vision of Seymour ISD is that of a learning community where attitudes are positive, parents are involved, and partnerships are established with all stakeholders.

Seymour ISD Board Goals (Adopted July 2018)

1. Establish consistent practices and expectations of students and staff throughout the district to improve campus culture, student discipline, and planning.
2. Prioritize the retaining of staff and students in the school system through multiple avenues.
3. Establish positive staff-student relationships in order to reinforce social appropriateness in the middle school and high school.
4. Promote parent-school relationships through parent-teacher conferences for all students in the district.
5. Promote an atmosphere in Seymour ISD that emphasizes real-world readiness/success (outside of testing).

Nondiscrimination Notice

Seymour ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Seymour ISD Site Base Committee

<i>John Anderson</i>	<i>Superintendent</i>
<i>Cindy Davis</i>	<i>Business Manager</i>
<i>Scooter Miller</i>	<i>High School Teacher</i>
<i>Jana Schaffner</i>	<i>High School Teacher</i>
<i>Jimmy Carter</i>	<i>High School Teacher</i>
<i>Jan Albritton</i>	<i>High School Parent</i>
<i>Clifton Talley</i>	<i>High School Community Member</i>
<i>Debbie Hanks</i>	<i>Middle School Teacher</i>
<i>Carla Selman</i>	<i>Middle School Teacher</i>
<i>Laura Petit</i>	<i>Middle School Teacher</i>
<i>Michelle Stripling</i>	<i>Middle School Parent</i>
<i>Scarlet Piper</i>	<i>Middle School Parent</i>
<i>Heather Bourland</i>	<i>Middle School Parent</i>
<i>Cindy McWhorter</i>	<i>Middle School Community Member</i>
<i>Audra Wright</i>	<i>Elementary Teacher</i>
<i>Jill McCauley</i>	<i>Elementary Teacher</i>
<i>Kyndle Boyd</i>	<i>Elementary Teacher</i>
<i>Alicia Hostas</i>	<i>Elementary Teacher</i>
<i>Charlotte Willden</i>	<i>Elementary School Parent</i>
<i>Leslie Stacey</i>	<i>Elementary School Parent</i>
<i>Toni Chu</i>	<i>Elementary Community Member</i>
<i>Sara Pribyla</i>	<i>Elementary School Parent</i>
<i>Donnie Hearn</i>	<i>Middle School Principal</i>
<i>Kenda Gilbreath</i>	<i>Elementary Principal</i>
<i>Adam Arredondo</i>	<i>High School Principal</i>

Comprehensive Needs Assessment

Data Analysis Sources:

Surveys: SISD Needs Assessment (2019)

Reports: School Report Cards; PEIMS; PBMAS; *ACT Col* ; and *SHAC*

Assessment Data: STAAR/EOC; TELPAS; SPED; TPRI; Local Benchmarks

Other: Program Data; Attendance Records; Truancy Reports; Discipline Data

Summary of Findings:

Surveys

Student Survey – The student survey indicated that the vast majority of students felt safe in Seymour ISD. At least 90% indicated that staff at Seymour ISD encouraged them to do their best at school and had an adult at school they believed they could talk to. 39% of students believed bullying is still an issue in our school. Twenty two percent of students knew of someone that brought drugs to school. Vaping is a big concern and problem in our school with 43% of students indicating it is a problem.

Parent Survey - Parent surveys indicated an overwhelming positive view of the school. However, areas of concern that mirrored the student survey was bullying and vaping. Eighty percent of parents believed that parent-teacher conferences are focused on student growth and that is what is communicated during those meetings. Ninety three percent of parents believe that conferences with staff can be scheduled with ease. Safety and security of the school was a positive in the parent survey with 93% believing Seymour ISD is a safe place for their child to attend. A little over half of parents (51%) believe that the counseling program benefits their child.

Reports

Texas Accountability A-F Ratings

Findings – Seymour ISD received an “A” rating overall with recognition in Post-Secondary Readiness. The District received an “A” rating across all domains. The score for the School Progress measure was the lowest. Seymour High School received an “A” overall rating. Seymour High received recognition for: Academic achievement in Math, academic achievement in ELA, post-secondary readiness, and top 25% closing gaps. Seymour Middle School received and overall “B” rating with every domain rated as a “B”. Seymour Middle School received recognition for: academic achievement in Math, academic achievement in ELAR, academic growth, post-secondary readiness, and top 25% closing gaps. Seymour Elementary received and overall “A” rating. All domains at Seymour Elementary were rated as and “A” except the student achievement domain. Seymour Elementary received recognition for academic growth, post-secondary readiness, closing gaps, academic achievement in math, and academic achievement in ELAR.

ACT/SAT College Readiness/PSAT

PSAT – data indicated that of 10th grade scores, 83% met both reading and math benchmarks compared to 34% of the state. Scores of 11th grade students indicated that 69% of students met both math and reading compared to 33% of the state.

SHAC Report (2018)

The SHAC committee recommended during the January meeting that two major needs were to be addressed. The vaping and mental illness issues at Seymour ISD and the community are of concerns. Two programs suggested by the SHAC committee were NAMI (National Alliance of Mental Illness) and NEIDS (Nurses Educating on Illegal Drugs and Synthetics) could be used to address the issues and provide education to both students, parents, and community.

Assessment Data

Findings: Assessment Data indicated at the High School Level that Economic Disadvantaged Groups and All Students consistently perform higher than Region 9 and State averages in all areas of approaches grade level, meets grade level, and masters grade level standards. It is also important to note that Special Education students have performed higher on state assessments when compared to Region 9 and the State averages with the exception in Biology. Middle School State assessment results revealed that in most tested subjects, Seymour Middle School performed at a higher level than Region 9 and the State. Two major areas that are of concern in which students from Seymour Middle School did not exceed that of the state can be found in 5th grade science and also 5th and 6th grade master level of achievement in Math. Seymour Elementary State Assessment data indicated areas of math and reading in 3rd grade very comparable to Region 9 and state averages. Grade 4 math, reading, and writing indicated an across the board scores that are much higher than Region 9 and the state.

PBMAS Report- Report indicated concerns regarding Special Education students and ELA passing rates on Standardized Assessments. The passing percentage on EOC passing rate in ELA was 29%. Seven students out of 17 passed the ELA assessment for the 2018 school year. This number was up from 2017, which was 4.

State Compensatory Education

Program Overview

Under Section 29.081 of the Texas Education Code (TEC), compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose is to increase academic achievement and reduce the dropout rate of the students.

The goal of state compensatory educations is to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 TEC or disparity in the rates of High School completion between students at risk of dropping out of school and all other LEA students (TEC Section 29.081)

Additional information can be found in the State Compensatory Education (SCE) module in the Financial Accountability System Resource Guide. (FASRG)

State Criteria for Identifying Students in At-Risk Situations

A student is 'at risk of dropping out of school' includes each student who is under 21 years of age and who:

- 1. Is in prekindergarten, kindergarten or grade 1, 2 or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;*

2. *Is in grade 7, 8, 9, 10, 11, or 12, and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;*
3. *Was not advanced from one grade level to the next for one or more school years;*
4. *Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39 and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;*
5. *Is pregnant or is a parent;*
6. *Has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;*
7. *Has been expelled in accordance with Section 37.007 during the preceding or current school year;*
8. *Is currently on parole, probation, deferred prosecution, or other conditional release;*
9. *Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;*
10. *Is a student of limited English proficiency, as defined by Section 29.052;*
11. *Is in custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;*
12. *Is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or*
13. *Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.*

Description of How Students are Entered into the SCE Program

State compensatory education funds were authorized by the legislature to provide financial support for programs and/or services designed by LEAs to increase the achievement of students at risk of dropping out of school. State law, Section 29.081, TEC, requires LEAs to use student performance data from the state's legislatively-mandated assessment instrument known as the Texas Assessment of Knowledge and Skills (TAKS) tests and any other achievement tests administered under Subchapter B, Chapter 39, of the Texas Education Code, including norm-referenced tests approved by the State Board of Education to provide accelerated intensive instruction to students who have not performed satisfactorily or who are at risk of dropping out of school.

Description of How Students are Exited from the SCE Program

Students are exited from the SCE Program if they have performed satisfactorily or are no longer considered at risk of dropping out of school.

SISD's Total SCE Allotment: \$506,352

SISD's Total FTE's: 95

SCE Program Evaluation:

STAAR performance: Economic Disadvantaged Students: 85% approaches in all subjects, 53% meets grade level standard on all subjects, 23% masters standard in all subjects

Budget Summary:

	SCE Program Budgeted	Total Budget
Payroll	\$653,800	\$5,386,423
Misc. Supplies	\$1650	\$514,875
Travel	51	\$489,930
Contracted Services	\$663,087	\$760,603
Total	\$1,318,588	\$6,736,588

Federal and State Components and Requirements

SW Title I Purpose: To improve basic programs and to provide supplemental funding that enables all children to meet the state's student performance standards. These programs must use effective methods and instructional strategies that are grounded in scientifically based research

SW 1: Comprehensive Needs Assessment

SW 2: School wide Reform Strategies

SW 3: Instruction by Highly Qualified Teachers

SW 4: Professional Development for Teachers, Principals and Paraprofessionals.

SW 5: Strategies to attract/retain Highly Qualified Teachers to high needs schools

SW 6: Parental Involvement

SW 7: Transition from Early Childhood

SW 8: Include Teachers in Decision-Making

SW 9: Effective, Timely Assistance for Struggling Students

SW 10: Coordination/Integration of Federal, State, and Local Programs

Texas Academic Objectives

TAO1: Parents will be full partners.

TAO2: Students will be encouraged to meet their full academic potential.

TAO3: All students will graduate.

TAO4: A well-balanced, appropriate curriculum will be provided to all.

TAO5: Students will be prepared to be thoughtful, active citizens who appreciate the basic values of state/national heritage and who function in a free enterprise society.

TAO6: Qualified, effective personnel will be recruited, developed and retained.

TAO7: Students will demonstrate exemplary performance in comparison to state/national standards.

TAO8: Campuses will maintain a safe/disciplined environment.

TAO9: Educators will stay current in creative and innovative instructional techniques that impact student learning.

TAO10: Technology will be implemented and used to increase effectiveness of student learning, instructional management, staff development, and administration.

Federal, State, and Local Funding Sources

Program	Funding Source
Big-4 IDEA-B	Federal
Title I Part A Fund 211	Federal
Title II Part A Fund 255 Principal and Teacher Imp.	Federal
General Fund 199	Other
State Compensatory	State

Seymour ISD

Goal 1. Seymour ISD will encourage and challenge students to meet their full potential and demonstrate exemplary performance.

Objective 1. A well-balanced and appropriate curriculum will be provided to all students, resulting in a 90% in approaches, 60% Meets, and 30% Masters average on STAAR and EOC for all tests and students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Online intervention tools to provide students with supplemental learning opportunities in the classroom and at home. Ex. IXL, I-Station, Study Island, Brain Pop Jr., My Access, Mind Play, etc. (Title I: 2, 10) (Target Group – All)	Principals, Teachers, Technology Director	September 2019	(O) General Fund 199 \$11,000	Student growth documented through RTI meetings at least 2 times per semester. Student Growth measure on EOC/STAAR exams.
2. Inclusion – provide students with disabilities opportunities to participate in the general education program (Title I: 2, 10) (Target Group – SPED)	Principals, Special Ed Teachers, Teachers	June 2020	(O) General Fund 199	IEP's, PBMAS Report (Fall 2019)
5. Identify special population students and evaluate progress (LEP/ESL, GT, Migrant, Homeless, etc.) (Title I: 2, 9, 10) (Target Group: ECD, ESL, Migrant, LEP, SPED, GT, Dys)	ESL/Bilingual Coordinator, GT Coordinator, Homeless Liaison, Migrant Coordinator, Principal(s), Teacher(s)	June 2020	(O) General Fund 199	Student Growth and achievement documented through local assessments, intervention programs documented through RTI process.

Seymour ISD

Goal 1. Seymour ISD will encourage and challenge students to meet their full potential and demonstrate exemplary performance.

Objective 2. Students will demonstrate exemplary performance in comparison to national and international standards by scoring above state and national averages on STAAR, ACT, and SAT Tests.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Intervention/Enrichment designated in master schedule designed to target student growth (Target Group: All)	Principal, Teachers, Paraprofessionals	September 2019	General Fund	Reflected in Master Schedule and documentation of enrichment/intervention strategies.
2. DMAC testing tools for educators to develop, score, and disaggregate data to provide targeted instruction. (Title I: 2,8,9,10) (Target Group: All)	Principal(s), Teacher(s)	May 2020	General Fund – \$2,200	Evidence of implementation in classrooms using checklists; TAPR Reports

Seymour ISD

Goal 1. Seymour ISD will encourage and challenge students to meet their full potential and demonstrate exemplary performance.

Objective 3. 90% of the students will be obtain status as College, Career, or Military Ready by the time they graduate from Seymour ISD.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Parent/Student information sessions regarding Financial Aid, Higher Education Admissions, and Teach For Texas grants (Title I: 6,10) (Target Group: All)	Counselor(s)	May 2020	(O) General Fund 199	Input from parents to Counselors
2. Dual Credit with Western Texas College; (Title I: 2,1) (Target Group: All)	Counselor(s), High School Principals	July 2020	(O) General Fund 199	Percentage of junior/senior students receiving college credit
3. Dual Enrollment with University of Texas On-Ramps Program	Superintendent Principal Teachers	September 2019	(O) General Fund 199	80% of students completing a Dual Enrollment course (Juniors and Seniors)
3. District will provide opportunities to obtain endorsements upon graduation in the following career pathways: STEM, Multi-disciplinary studies, Business & Industry Agriculture, and Arts & Humanities. (Target group: All)	Superintendent High School Principal Counselor	May 2020	(O) General Fund 199	Documentation of plans filed Master Schedule

4. Use of APEX as an online tutorial for TSIA, ACT, and SAT test preparation.	Principals Teachers	July 2020	(O) General Fund \$10,800	Master Schedule Documentation of Student Use
5. Increase awareness of post secondary opportunities through exposure to different college, career, and military options available after high school. (Target group: All)	Principals Counselors	July 2019	(O) General Fund 199	Documentation regarding number of students that participate in field trips that provide exposure to colleges, vocations, and military options.

Seymour ISD

Goal 2. Seymour ISD will identify and serve at-risk students appropriately, maintaining a dropout rate that is below the state average for all student population subgroups.

Objective 1. All students (100%) will remain in school until they obtain a high school diploma.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. APEX (Title I: 2,9) (Target Group: At Risk)	Counselor(s) High School Principal	June 2020	(O) General Fund	Graduation Rates
2. After School Credit Recovery (Title I: 2,9) Target Group: At Risk	Principal(s) Teacher(s)	May 2020	(S) State Compensatory – \$3,000	Attendance logs; student achievement;
3. Summer School (Title I: 2,9) (Target Group: At Risk) Credit Recovery	Principal(s) Teacher(s)	July 2020	(S) State Compensatory- \$7,500	Attendance logs; decreased retention rate; increased student achievement; “met standard” on STAAR

Seymour ISD

Goal 2. Seymour ISD will identify and serve at-risk students appropriately, maintaining a dropout rate that is below the state average for all student population subgroups.

Objective 2. All Students (100%) identified as at-risk will be provided the opportunity to receive appropriate interventions in the area(s) of math and reading.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Response to Intervention (RTI) (Title I: 2,8,9) (Target Group: At Risk)	Principal(s), Regular Ed Intervention Staff, Teacher(s)	May 2020	(S) State Compensatory	100% of students of show growth during the course of a year in every class determined by wide array of assessments and measurements
2. Paraprofessionals/Interventionists working with RTI groups in K-2 in areas in reading and math.	Principal Paraprofessional	May 2020	(F) Title I, II, & IV	90% of students are on grade level for reading and math in grades 1 and grades 2.
3. Data Driven Instruction implementation on each campus for core areas of math, reading, science, and social studies.	Principal Teachers Superintendent	May 2020	(O) General Fund \$8,000	Interim checkpoints on testing calendar, attendance logs at professional development training through Region 9
4. Assessments at the Beginning of Year and Middle of the Year to measure progress during the school year. (Title I: 2,8, 9) Target Group: At Risk)	Principal Principals and Special Education Teachers	June 2020 August 2020	(O) General Fund (Sp) Special Education	Referenced in Master Schedule TAPR Report – Domain 2 & 3 PBMAS Report 2019

Seymour ISD

Goal 2. Seymour ISD will identify and serve at-risk students appropriately, maintaining a dropout rate that is below the state average for all student population subgroups.

Objective 2. Special education students will raise ELA passing rate to 70% for 2020 on STAAR/EOC.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use of Data Driven Instruction Practices developed through professional development opportunities.	Superintendent Principal Teachers	May 2020	(O) General Fund	Interim Checkpoint data in DMAC and Interim Assessments developed to drive instruction.
2. Increased effort to expose students to general education classroom to receive instruction in ELA. Target Group: Special Education	Principal Special Education Teachers	June 2020	(O) General Fund	Referenced in Students Schedule Increase Passing percentage according to PBMAS 2019

Seymour ISD

Goal 3. Seymour ISD will ensure a safe environment conducive to student learning.

Objective 1. All campuses will provide education to students in regards to vaping and online safety and take safety measures appropriately.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide safe practice education for online behavior.	Superintendent, Principals, Staff	Ongoing: Summative June 2019	(O) General Fund	Educational days of programs
2. Provide education to students in regards to the dangers of vaping.	Superintendent, Principals, Counselors, Staff	June 2020	(O) General Fund 199 -	Sign in sheets

Seymour ISD

Goal 3. Seymour ISD will ensure a safe environment conducive to student learning.

Objective 2. Programs to educate all students (100%) on the harmful effects of bullying and will be provided on all campuses.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Anti-bullying Programs (Title I: 1,2,9,10) (Target Group: All) Stop IT found on school website is an anonymous reporting process.	Counselor(s), ESC 9 Staff, Principal(s)	May 2020	(O) General Fund 199 - \$400	Decrease in occurrences as evidenced by survey responses and observations
2. Lessons in the classroom targeting character education (Title I: 1,2,9,10) (Target Group: All)	Counselor Principal	May 2020	(O) General Fund	Lesson Plans; Decrease number of discipline referrals
3. Employment of Full-Time Counselor for the middle and high school campus	Superintendent	August 2019	(O) General Fund	Master Schedule and Lesson Plans

Seymour ISD

Goal 3. Seymour ISD will ensure a safe environment conducive to student learning.

Objective 3. Suicide prevention training, to include knowledge of the symptoms as well as prevention, intervention, and postvention strategies, will be provided to all staff members. A suicide prevention/intervention protocol will be established and implemented district-wide.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Each campus will have a Suicide Prevention Teams to provide interventions for students in need. Target Group: All	Principal(s), Counselors Classroom Teachers	June 2020	(O) General Fund	Team roster is documented in Teacher Handbooks.
2. Eight Dimensions of Wellness to promote health and wellness (SHAC Committee Recommendation). (Title I: 1,2,6,9,10) (Target Group: All)	Principal(s), Counselors Classroom Teachers	June 2020	(O) General Fund \$500	Plan will be evaluated for validity and success by incident
3. Grades 5-12 will attend "Ending the Silence" presentation targeting the stigma of mental health issues	Principals Counselors Teachers	October 2020	(O) General Fund	Attendance Sheets

Seymour ISD

Goal 4. Seymour ISD will provide a staff that is highly qualified.

Objective 1. Educators will keep abreast of the development of creative and innovative techniques in instructional and administration using those techniques as appropriate to improve student learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Two “Comp” days during the summer for staff development (Title I: 3,4,5) (Target Group: All)	Principal(s), Teacher(s)	Summer 2020	(O) General Fund \$4,950	Certificates on file; walkthrough observations
2. Monthly professional development provided to promote awareness and increase use of innovative techniques in the classroom. (Title I: 3,4,5) (Target Group: All)	Principal Director of Technology	May 2020	(O) General Fund	Sign-In Sheets Walk-through observations
3. Core Teachers will participate in Data Driven Instruction throughout the year. (Title I: 2,4, 5) Target Group: All Students	Superintendent Principals Teachers Region IX	June 2020	(O) General Fund	Sign-in Sheets

Seymour ISD

Goal 4. Seymour ISD will provide a staff that is highly qualified.

Objective 2. The district will ensure that 100% of teachers and paraprofessionals are highly qualified.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. School District will pay for some certification exams for teaching and paraprofessional staff.	Superintendent, Principals, and Staff	June 2020	(O) General Fund	100% of staff is highly qualified.
2. Recruiting highly qualified staff and providing sufficient training to maintain that status (Title I: 3,4,5) (Target Group: All). Grade Level Professional Development in Elementary School.	Principal(s), SBDM Committee, Superintendent(s)	June 2018	(D) General Operating- \$3,000	Principal attestations and highly qualified reports.

Seymour ISD

Goal 4. Seymour ISD will provide a staff that is highly qualified.

Objective 3. The district will encourage 90% retention of staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Membership reimbursement to fitness center. (Title I: 3,4,5) (Target Group: All) (NCLB: 3)	Superintendent Principals SBDM Committee	June 2020	(O) General Fund 199 \$1,500	Employment and retention of highly qualified staff as verified by principal attestation
2. 5% Matching Contribution to 403(b)	School Board Superintendent	August 2020 – July 2021	(O) General Fund \$145,000	Retention percentage of staff and 80% participation in 403b plan.
3. Adopt a minimum pay scale that is above the state minimum requirement.	School Board Superintendent	August 2019	(O) General Fund	Retention percentage of staff
4. \$425 paid towards Health Insurance	School Board Superintendent	August 2019-July 2020	(O) General Fund \$60,000	Retention percentage of staff

Seymour ISD

Goal 5. Seymour ISD will foster positive community, parent, teacher, and student communications and relationships.

Objective 1. Parents will be partners with educators in the education of their children. 90% of parents will attend conferences with teachers and/or principal.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Meet the Teacher/Open House (Elementary/Middle School) (Title I: 6) (Target Group: All)	Elementary Principal, Middle School Principal, Teacher(s)	Fall 2019	(O) General Fund 199	Number attending; sign-in sheets
2. Parent Training Opportunities: Technology and Literacy (Title I: 6) (Target Group: All)	Counselor(s), Director of Technology, ESC 9 Staff, Principal(s)	May 2020	(O) General Fund 199	Number attending; sign-in sheets; feedback for evaluations and parent surveys
3. Parent Conferences (Title I: 6) (Target Group: All)	Principal(s), Teacher(s)	May 2020	(O) General Fund 199	Parent contact logs
4. Elementary PTO (Title I; 6) (Target Group: All)	Elementary Principal, PTO, Teacher(s)	May 2020	(O) General Fund 199	Number attending; sign-in sheets; minutes; copies of newsletters
5. Pre-K and Kindergarten Roundup (Title I: 1,2,6,7,9) (Target Group: All)	Elementary Principal, Teacher(s)	May 2020	(O) General Fund 199	Sign-in sheets; Conference logs
6. On-Ramps Introduction to students and parents. (Target Group: All)	High School Principal, Counselor, ON-RAMPS staff	August 2019	(O) General Fund 199	100 % Participation – Sign in Sheets
7. Financial Aid Seminar (Title I:6) (Target Group: All)	Principal	May 2020	(O) General Fund 199	Sign-in sheets; surveys

Seymour ISD

Goal 5. Seymour ISD will foster positive community, parent, teacher, and student communications and relationships.

Objective 2. A variety of communication options will be utilized to enable clear, concise and accurate exchange of information, and understanding and implementation of policy.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus Facebook Pages (Title I: 1,2,6,9) (Target Group: All) (NCLB:1)	Director of Technology, Principal(s), Secretaries	May 2020	(O) General Fund 199	Feedback from stakeholders; Usage
2. WeVideo Announcement Program (Title I: 1,2,6,9) (Target Group: All)	Principal(s), Teacher(s) Superintendent(s)	May 2020	O) General Fund 199 \$800	Feedback on surveys
3. Parent Portal (Title I: 1,2,6) (Target Group: All)	Director of Technology, Principal(s), Teacher(s)	May 2020	(O) General Fund 199	Feedback from Parents
4. ISD and Athletic Twitter Accounts (Title I: 1,2,6,9) (Target Group: All)	AD and Superintendent	May 2020	O) General Fund 199	Feedback on surveys

Seymour ISD

Goal 6. Seymour ISD will implement and utilize updated technology to increase the effectiveness of student learning, instructional management, staff development and administration.

Objective 1. 90% of students will show growth on state assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. HP Chrome Books (Target Group Middle School)	Director of Technology Principal	June 2020	General Fund- \$14,000	STAAR Scores (Student Growth Measure)
2. Replace aging Smart Boards in class rooms.	Director of Technology	June 2020	Title I Rural Schools Grant 20,000	STAAR Scores (Student Growth Measure)
3. Purchase of I-PADS for Elementary Campus.	Director of Technology	July 2020	General Fund \$12,000	STAAR Scores (Student Growth Measure)

Seymour ISD

Goal 6. Seymour ISD will implement and utilize updated technology to increase the effectiveness of student learning, instructional management, staff development and administration.

Objective 2. Current technology tools to accomplish the functions of effective instructional management and administration will be utilized.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. DMAC tools (Target Group: All)	Principal(s), Teacher(s)	May 2020	(O) General Fund - \$4,087	Documented usage
2. Tango Program, TPRI assessment and management system (Title I: 8,9) (Target Group: All)	Elementary Principal, Regular Ed Intervention Staff, Teacher(s)	May 2020	(O) General Fund 199 \$988	BOY, MOY, and EOY assessments
3. Purchase of I-Station Reading	Principal Teachers Interventionist	May 2020	(O) General Fund \$4,500	RTI Data STAAR Data
4. Purchase of Virtual Reading Coach (Title I: 8,9) (Target Group: All)	Principal Teachers Interventionist	May 2020	(O) General Fund \$3,000	RTI Data STAAR Data

