

# Sealy Independent School District Strategic Plan



939 TIGER LANE, SEALY, TEXAS, 77474. PH: (979) 885-3516. [WWW.SEALYISD.COM](http://WWW.SEALYISD.COM).



# SEALY INDEPENDENT SCHOOL DISTRICT

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## **MISSION**

We create engaged students, with a global perspective on opportunity, fully prepared to realize their highest ambitions.

## **VISION**

Students and graduates of Sealy ISD will be confident, compassionate, and capable individuals who positively impact local and global communities.

## **BELIEFS**

We believe in doing what is best for students.

We believe commitment to a clear and focused vision develops performance to the highest level.

We believe effective teaching and leadership are essential for student achievement.

We believe an engaged community is critical to expanding opportunities for all constituents.

We believe broadening perspectives and empowering students, teachers, and educational leaders is essential for success in the 21<sup>st</sup> century.

We believe school environment and positive relationships impact achievement.

## **PARAMETERS:**

We will base all decisions on what is best for students.

We will not accept mediocrity from students or staff.

We will not limit our perspective of student success to the confines of standardized assessment results.

We will be responsible stewards of our resources.

We will establish sustainable processes to guide our continuous development.

We will treat each person with dignity, value, and respect.



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## VISION

Students and graduates of Sealy ISD will be confident, compassionate, and capable individuals who positively impact local and global communities.

## PORTRAIT OF A GRADUATE

*Those who serve in any capacity as a member of Sealy ISD are individuals who:*

Demonstrate desirable personal qualities, work habits, and attitudes...

- ❖ Utilize organizational skills.
- ❖ Demonstrate good work ethic and study habits.
- ❖ Be responsible and accountable.
- ❖ Be self-confident.
- ❖ Value the different backgrounds and perspectives of others.
- ❖ Employ your belief in what is right versus wrong.
- ❖ Respect your own value. Take pride in what you do.
- ❖ Exercise freedoms responsibly.
- ❖ Demonstrate self-control and be self-driven.
- ❖ Exhibit a healthy lifestyle

Value Life-Long Learning...

- ❖ Choose strategies that most effectively assist learning.
- ❖ Be resilient in the face of disappointment. Grow through challenges.
- ❖ Think critically and creatively.
- ❖ Show value for the opportunities that education makes possible.

Effectively Communicate...

- ❖ Communicate ideas effectively.
- ❖ Value others' perspectives.
- ❖ Collaborate with others.

Employ Versatile Skill Sets...

- ❖ Attain a solid foundation in core content areas and specialized skills to support interests.
- ❖ Use technology respectfully to acquire information, advance learning, and market yourself for future opportunities.
- ❖ Aim to be well-rounded.
- ❖ Always finish strong.
- ❖ Strive to be employable.

And are Contributors...

- ❖ Be accountable for your role in group efforts.
- ❖ Value the learning opportunities that are being provided.
- ❖ Be resourceful.
- ❖ Rise up to high expectations.
- ❖ Be supportive of those around you.
- ❖ Value your purpose and your ability to contribute to the greater good.



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## PORTRAIT OF AN EDUCATOR

*Those who serve in any capacity as a member of Sealy ISD are individuals who:*

Demonstrate desirable personal qualities, work habits, and attitudes...

- ❖ Be organized
- ❖ Show integrity
- ❖ Inspire confidence and hope for the future
- ❖ Be accountable.
- ❖ Have fun learning.
- ❖ Develop resilience in self and others.
- ❖ Portray good work ethic.
- ❖ Be a role model inside and outside of the classroom.
- ❖ Demonstrate value for self and respect for others.
- ❖ Be consistent.

Value Life-Long Learning...

- ❖ Value opportunities to learn new approaches
- ❖ Willing to learn from and with students
- ❖ Be responsible risk takers
- ❖ Allow for initial failures without penalty to promote growth.
- ❖ Develop students thinking, learning, and studying skills.
- ❖ Provide opportunities for students to develop and invest in their strengths and interest.

Effectively Communicate...

- ❖ Communicate and maintain high expectations for learners.
- ❖ Go above and beyond to ensure students and parents are informed.
- ❖ Value input and feedback from others.
- ❖ Develop and maintain positive relationships.

Employ Versatile Skill Sets...

- ❖ Capable of overcoming initial challenges and implementing Plan B, or C, or D...
- ❖ Advance learning through use of technology
- ❖ Use nature and real-world occurrences to promote engagement and relevance.
- ❖ Develop hands-on opportunities for students to authentically learn through discovery
- ❖ Provide and allow multiple approaches to thinking, learning, and demonstrating mastery.
- ❖ Provide choices to students.
- ❖ Become well versed in more than one area of study.

And are Contributors...

- ❖ Work collaboratively.
- ❖ Everyone does their part to contribute to the good of the group and the good of the students.
- ❖ Teach students how their learning can be utilized to contribute to the greater good.
- ❖ Read. Learn. Try. Grow. Repeat.



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Students and graduates of Sealy ISD will be confident, compassionate, and capable individuals who positively impact local and global communities.

## PORTRAIT OF A PARTNER

*Those who serve in partnership with Sealy ISD, including parents and community members, are individuals who:*

Demonstrate desirable personal qualities, work habits, and attitudes...

- ❖ Respect alternative points of view
- ❖ Mutual commitment to the development of positive personal qualities for learners
- ❖ Maintain accountability for the value and impact of one's position in the lives of learners.
- ❖ Be informed and involved.
- ❖ Model good work ethic and commitment to core values and beliefs.
- ❖ Be supportive.

Value Life-Long Learning...

- ❖ Value opportunities for learners to be challenged
- ❖ Foster a growth-mindset
- ❖ Respect the role education plays in expanding future opportunities

Effectively Communicate...

- ❖ Share constructive feedback with the district.
- ❖ Communicate and maintain high expectations for learners.
- ❖ Collaborate with the school system to develop a two-way flow of information and awareness.

Employ Versatile Skill Sets...

- ❖ Contribute areas of expertise to the learning opportunities provided to students
- ❖ Advance technology awareness and promote appropriate use at all times.
- ❖ Teach youth not to settle for average.
- ❖ Use personal strengths to grow others.

And are Contributors...

- ❖ Actively participate
- ❖ Work with the school system to build a sense of community commitment to education
- ❖ Use available resources to expand opportunities for students
- ❖ Reinforce the efforts of the school system outside of the school building.
- ❖ Contribute to solutions.
- ❖ Work together.



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## VISION

Students and graduates of Sealy ISD will be confident, compassionate, and capable individuals who positively impact local and global communities.

## PORTRAIT OF A TRUSTEE

*Those who serve as the trusted elected leaders of Sealy Independent School District are individuals who:*

Demonstrate desirable personal qualities, work habits, and attitudes...

- ❖ Respect alternative points of view;
- ❖ Maintain accountability for the value and impact of one's position in the lives of learners;
- ❖ Are informed and involved;
- ❖ Model good work ethic and commitment to core values and beliefs;
- ❖ Are objective and fair;
- ❖ Are supportive of the district's superintendent, employees, students, parents, and community stakeholders.
- ❖ Maintain commitment to doing what is best for learners.

Value Life-Long Learning...

- ❖ Respect the role education plays in expanding future opportunities;
- ❖ Participate in continued growth and development opportunities for themselves;
- ❖ Support district and community efforts to offer and expand opportunities for student and adult learners;

Effectively Communicate...

- ❖ Communicate and maintain high expectations for all stakeholders
- ❖ Collaborate with the school system to develop a two-way flow of information and awareness;
- ❖ Reinforce appropriate avenues for solution seeking to all district stakeholders.
- ❖ Maintain awareness and respect for the perspective of the community served and affected by District operations.

Employ Versatile Skill Sets...

- ❖ Contribute areas of expertise to the various aspects of Board governance;
- ❖ Considers the perspectives of all impacted by Board decisions;
- ❖ Understands and respects the roles and responsibilities of all positions within the district.

And are Contributors...

- ❖ Develop and ensure alignment with the District's mission, vision, and goals.
- ❖ Actively participate;
- ❖ Work with the school system and community to build a sense of commitment to education;
- ❖ Use available resources to expand opportunities for all stakeholders;
- ❖ Reinforce the efforts of the school system outside of the school building;
- ❖ Contribute to solutions;
- ❖ Work together.



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## VISION

Students and graduates of Sealy ISD will be confident, compassionate, and capable individuals who positively impact local and global communities.

## BOARD GOALS

### **Goal 1: Provide effective academic programming to positively impact student achievement.**

Objective A: Provide effective preparation for all state and federal testing standards.

Objective B: Provide authentic learning opportunities that students value.

Objective C: Provide a Career and Technology Education Program that ensures multiple areas for students to attain post secondary success.

Objective D: Effectively utilize technology to support learning.

### **Goal 2: Provide appropriate facilities to meet the needs of the school district.**

Objective A: Convene a long-range plan for facilities management.

Objective B: Project and manage anticipated future enrollment on an annual basis.

### **Goal 3: Hire, retain, and develop highly qualified personnel.**

Objective A: Inspire, support, and provide continuous learning for all district personnel.

Objective B: Explore and provide additional incentives and recognitions for all district personnel.

### **Goal 4: Provide effective and appropriate two-way communication.**

Objective A: Engage effective methods of communicating with parents and district stakeholders.

Objective B: Foster an environment of mutual respect among all stakeholders.

### **Goal 5: Ensure the scope of student services effectively meets student needs.**

Objective A: Ensure all district services support students to realize their highest ambition.

Objective B: Continue to evaluate and improve upon all safety and security services provided by Sealy ISD.





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## Snapshot in Time

Sealy Independent School District is located on I-10 approximately 60 miles west of Houston. Sealy is part of Austin County and hosts approximately 6,000 residents and 2,700 students. Sealy ISD consists of 5 facilities. The High School Campus which houses students in grades 9-12 is the newest facility constructed in 2005. The maintenance transportation facility stands independently between the High School and Elementary Campuses. The Elementary Campus houses students in grades EE-3 and was built in 1982. The Intermediate Campus (grades 4-5), Central Administration Office, and Junior High Campus (grades 6-8) are all connected and located in what was previously the Junior High-High School Facility built in 1948 and renovated in 1994.

The Sealy Independent School District student population is approximately 10% African American, 47% Hispanic, 40% White, less than 1% Asian and Pacific Islander, and 2% Two or More Races. The SISD personnel is approximately 6% African American, 8% Hispanic, 85% White, and 1 % Two or More Races. The student population is approximately 57% Economically Disadvantaged, 13% English Language Learners, and 42% At-Risk. Maggie B. Selman Elementary School and Maggie B. Selman Intermediate School are Schoolwide Title I campuses. The average daily attendance rate is approximately 97%. For the 2014-2015 School Year the total graduation rate was 100%.

In the summer of 2014, the District experienced 100+ enrollment of new students, approximately 15% of whom had special learning needs increasing the total percentage of students served in special education to 9.1% which is above the state average and indicated cap for the population. The District conducted a staffing audit in the spring of 2014 indicating over-staffing in the areas of Special Education and Secondary Campuses. The District is currently balancing the need to provide appropriate and effective services for all students with the need to reorganize personnel to work within standard operating capacities and regain the ability to operate within a balanced budget.

In the spring of 2016, the District passed an approximately \$43M bond for the purposes of HVAC and roofing repairs, drainage relief from floodage experienced in SY 2014-2015 and SY 2015-2016, and the building of a second elementary campus anticipated to open in Fall 2018. The additional elementary campus will effect change on grade level alignment in the district as both elementary campuses will serve students in grades EE-5.

For the 2016-2017 School Year all campuses in Sealy ISD Met Standard with the Intermediate campus earning two distinctions for Math and Science and the High School earning two distinctions for Math and Social Studies. Having Met Standard, in the summer of 2014 the District Board of Trustees and Superintendent worked to create a vision for the District beyond the state accountability measures. The District's mission as established in June 2014 is to create engage students with a global perspective on opportunity, fully prepared to reach their highest ambitions.

Historically, the District has a well known connection to success in the area of Football, having been home to a pro-football hall of fame player, five state championships, multiple collegiate athletes, and a head coach who was recently inducted into the Texas Coaches Hall of Fame. Additionally, SISD students have demonstrated success at the national level with FFA competitions, the state level with Theater Arts, and received highest honors in the Houston Live Stock Show and Rodeo Art competitions. Additionally, Sealy ISD is one of few Districts of our size that is able to support all five endorsement tracks under the recent implementation of House Bill 5 graduation programs.





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## Annual Needs Assessment Summary

Each year, the campus and district improvement teams review multiple sources of data including: State Accountability Reports, Personnel Reports, Texas STAR Chart (Technology Report), Local Evaluations, Local Survey Results, and Staff Evaluations.

### 2016 Demographics

The district continues to see gaps in performance between various student ethnicity groups. The SISD Staff population does not mirror the SISD student population. While SISD experienced growth in SY2015 and SY2016, there has been a decrease in enrollment for the 2016-2017 school year. Approximately 5 of thirty total students have withdrawn from the district to a home-school option. The influx of students served through special education the SISD experienced SY2015 and SY2016 have put the total district special education population over the state average and over the state cap.

### 2016 Student Achievement

SISD did not receive any district distinctions. Campus distinction designations were limited to Intermediate-Science and High School-Social Studies. There is a need to increase overall student progress, close gaps between student ethnic groups, special education students, and English Language Learners. Additionally, to increase success in measures of Post-Secondary Readiness there is a need to increase levels of advanced performance in all tested grade levels and subject areas. There is a need to increase the use of data to drive instruction and monitor progress.

### 2016 School Culture and Climate

Recent efforts to align the staffing structure of SISD with TASB recommendations have lead to a general feeling of insufficiency with the staff retained. Previously expressed feelings of unsafety in the context of national incidents of violence have been resolved by the district's implementation of a counter-approach to violent intruders according to student and staff survey and input results.

### 2016 Curriculum, Instruction, and Assessment

There is a need for additional time for purposeful collaboration and learning between teachers. There is a need for professional development in areas of co-teach, effective ESL instruction, writing, differentiated instruction, use of data, and incorporation of technology for the purposes of transforming the learning experiences of students. There is a lack of available data and accessible assessment tools to evaluate authenticity and rigor.

### 2016 Staff Quality, Recruitment, and Retention

The district has not made necessary strides in aligning paraprofessional pay to market value as has been done with salaried positions. The district has a small range of differentiation in pay comparable to years of experience. The district experienced a large turn-over rate in district and campus administrative positions following the 2015-2016 school year.

### 2016 Family and Community Involvement

Events that obtain the most attendance are beginning of the year orientations and sporting events. There was low parent participation in the 2016 End-of-Year Survey. Schools seem to offer multiple opportunities for involvement but get very little attendance. Communication from school-home and informational opportunities provided at campuses need to be in both English and Spanish to meet the needs of the growing ELL population.

### 2016 School Context and Organization

There has been an expressed need of additional support positions for areas of curriculum and instruction. Reduction in staff has increases secondary class sizes and limited the ability to equally distribute students with needs for special education and/or 504 support services in the general education setting.

### 2016 Technology

Wireless access, increased internet speed, and additional individual technology devices for students and teachers are needed at all campuses in addition to continued development in instructional training to promote purposeful use of technology to transform students' learning experiences.



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## OUR BELIEFS IN ACTION

### **Commitment to a clear and focused vision.**

*It is our goal to establish processes and systems for collaboration amongst all stakeholders to establish, communicate, and commit to a vision to guide sustainable work for the betterment of our students, our district, and our community.*

#### **Objectives:**

- ✓ We will involve students, staff, parents, board and community members in the process of establishing a district vision.
- ✓ We will engage students, staff, parents, board and community members in the process of developing portraits of a graduate, an educator, a trustee, and a partner of Sealy ISD.
- We will utilize multiple methods to communicate the district's mission and vision.
- We will establish a process for reinforcing and recommitting all efforts to the direction of accomplishing the aim set forth by the district mission and vision.
- We will develop a long range strategic plan that identifies workable strategies to demonstrate our established beliefs and guide our work toward the established goals.
- We will ensure the annual work done in conjunction with development of the district and campus action plans aligns to the long-range goals established by the district strategic plan.
- We will coordinate the efforts to seek stakeholder input and ensure survey data and focus group discussions align with the aims of the work being done in order to provide valuable feedback.
- We will work toward all instructional spaces being equipped to facilitate collaborative learning and engage in utilization of current technologies to enhance learning.
- We will work toward achieving maximum efficiency in utilization and allocation of resources including staff, funding, instructional materials, and facilities.

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*It is our goal to establish processes and systems for collaboration amongst all stakeholders to establish, communicate, and commit to a vision to guide sustainable work for the betterment of our students, our district, and our community.*

### **Action Plan:**

**Objective- We will utilize multiple methods to communicate the district's mission and vision.**

**Alignment to Board Goals:** Engage effective methods of communicating with parents and district stakeholders (Goal 4, Objective A)

Action Steps	Personnel Responsible	Resources/ Cost	Time Frame	Standards for Evaluation
The district vision will be disseminated through all currently available modes media and communication including Banners, Marquis, Scoreboards, District and Campus Websites, Progress Reports and Report Cards, Letterhead, web-based video/presentation.	Assistant Superintendent, Technology Director, PEIMs Personnel, Campus Secretaries	No additional cost associated with this action.	Week of: Oct. 24-Campus & District Websites, Oct. 24-Report Cards & all subsequent grade reports Nov. 1-Marquis January 2017- Banners/Posters on campuses	End of Year Survey Repose to: "I am aware of and believe in the District's vision." –Parents & Students; "I am committed to the Mission of SISD"- Staff.
Initiate the state of a student oath/pledge at all campuses: "I will be a confident, compassionate, and capable individual who positively impacts my local and global communities."	Assistant Superintendent, Campus Principals	No additional cost associated with this action.	Begin in November 2016, frequency TBD at the campus level- no less often than all general assembly opportunities.	End of Year Survey Repose to: "I am aware of and believe in the District's vision." –Parents & Students
Host a District Float displaying the District's Mission & Vision in the Sealy Fantasy of Lights Parade (2016), and the Austin County Fair Parade (2017)	Assistant Superintendent, DEIC Committee Members	Limit expenditures on these endeavors to a total <\$400.	Enroll in parade line-up week of October 17. Host float planning committee meeting week of November 7. Build float week of Nov. 28. Participate in Parade Dec. 3.	End of Year Survey Repose to: "I am aware of and believe in the District's vision." –Parents & Students
Incorporate a back-to-school mailout and student-parent festival/fair with community support and involvement.	Assistant Superintendent, District Level Directors, DEIC	Limit expenditures on this event to a total <\$500.	Host specific planning meeting for this event in February 2016. Seek and secure community participants in April 2016. Host event week of July 31.	Attendance rate at the event with follow-up feedback on short community survey.

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### **Action Plan:**

**Objective- Establish a process for reinforcing and recommitting all efforts to the direction of accomplishing the aim set forth by the district mission and vision.**

**Alignment to Board Goals:** Engage effective methods of communicating with parents and district stakeholders. (Goal 4, Objective A); Provide authentic learning opportunities that students value. (Goal 1, Objective B).

Action Steps	Personnel Responsible	Resources/ Cost	Time Frame	Standards for Evaluation
Train all district and campus level administrators to begin each professional learning session and/or meeting with statement and connection to the district's mission.	Superintendent, Assistant Superintendent	No cost associated with this initiative	Administrative Meeting October 12 to establish implementation plan. Train administrators October 25. Follow-Up January 10.	End of Year Survey Repose to: "I am committed to the Mission of Sealy ISD." –Staff
Audit the SISD Professional Learning Plan at the District and Campus Level to ensure all training investments align with the District's Learning Model, Mission, and T-TESS expectations for teachers.	Assistant Superintendent, District Level Directors, and Principals	All associated costs will remain within allocated funds for district and campus professional development.	October 19-Central Office Audit of events scheduled for November-December, October 25-Principal audit of events for November-December. December 1 & 6-Central and Campus Audit of Events January-March.	Classroom observation data-levels of engagement. End of Year Survey Response to: "I am committed to the Mission of Sealy ISD."-Staff. Increased positive response to, "The work I do in class is interesting and challenging." –Student



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## OUR BELIEFS IN ACTION

### **Effective teaching and leadership are essential.**

*Teaching is a demonstration of leadership as are many positions in the district. It is our aim to develop the skills of all members of the SISD team to ensure each educator is equipped both to effectively promote learning and model traits of leadership. Additionally, developing student character and leadership is vital because it is the single most important life skill for true success. Encompassed in our objective is development of students' capacities for leadership and integrity.*

- SISD will strategically develop the leadership capabilities of all individuals who serve in leadership capacities in the district including the roles of principals, assistant principals, counselors, department chairs, team leaders, and teachers.
- SISD Executive Director of Curriculum & Instruction, principals and department chairs/team leaders will develop the capacities of all teachers to be able to effectively design lessons that promote authentic engagement through rigorous learning opportunities.
- SISD Directors, Principals, Assistant Principals, and Department Chairs/Team Leaders will develop the capacities of all teachers to utilize data to differentiate instruction and develop curriculum.
- SISD Directors, Principals, Assistant Principals, and Team Leaders will develop the capacities of teachers to develop positive relationships with students.
- ✓ SISD will host embedded and frequent opportunities for developing leadership capacities for educational leaders and teachers.
- The SISD counseling team will establish desired positive character traits and leadership skills for students to progressively develop during their years of education at Sealy ISD.
- Teachers will intentionally instruct students in ways that promote and develop the desired character and leadership skills.
- Campus classrooms will evolve from being teacher-led to being student-led and teacher facilitated.
- Mentorship programs to develop student leadership skills will evolve to become student-led with students taking on the role of further developing character and leadership skills in each other.

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### **Action Plan:**

**Objective- Campus classrooms will evolve from being teacher-led to being student-led and teacher facilitated.**

**Alignment to Board Goals:** Provide authentic learning opportunities that students value. (Goal 1, Objective B)

Action Steps	Personnel Responsible	Resources/Cost	Time Frame	Standards for Evaluation
Implement frequent classroom walk-throughs on all campuses between multiple positions (teacher-teacher, admin-teacher, mentors and department chairs/team leaders-team members, cross-curricular, central-campus) for the purposes of monitoring instructional approaches and determining most effective investment in enhancing effectiveness of instruction in the classroom.	Executive Director of Curriculum & Instruction, Principals, Assistant Principals, Teacher Leaders/Mentors	No cost associated with this initiative	Calendar out walk-throughs September 2016. Weekly walkthroughs on campuses by campus admin, monthly walkthroughs by central, quarterly walkthroughs by teacher leaders/mentors	Classroom walkthrough data, student responses to relevant end-of-year survey items, T-TESS ratings, Student achievement scores-STAAR areas.
Identify exemplar practices in classrooms, share these exemplars through video recordings with all staff. Use to drive professional learning and team discussions.	Executive Director of Curriculum & Instruction, Campus Principals, Department Chairs/Team Leaders	No cost associated with this initiative	Seek and record Exemplars October 17-November 4. Share and discuss within the first semester. Repeat as needed following first cycle.	Classroom walkthrough data, TTESS ratings, STAAR results.
Training will occur to begin shifting toward a process of student-led parent conferences for the 2017-2018 school year.	Assistant Superintendent, Principals, Assistant Principals, Department Chairs/Team leaders	No cost associated with this initiative	Training will begin in Spring 2016. All resources will be gathered/generated by March 2016, Teacher roll-out will take place May 25-26.	Participation rates in Fall 2017 Parent Conferences; Student passing rates for grade reporting periods 2017-2018.

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### **Action Plan:**

**Objective- SISD directors, principals, assistant principals, and department chairs/team leaders will develop the capacities of all teachers to utilize data to differentiate instruction and curriculum development.**

**Alignment to Board Goals:** Provide effective preparation for all state and federal testing standards.

Action Steps	Personnel Responsible	Resources/ Cost	Time Frame	Standards for Evaluation
Executive Director of Curriculum & Instruction will host data conversations with principals. Conversations will be replicated among campus administrative, teacher leadership, and departmental teams as applicable.	Executive Director of Curriculum & Instruction, Principals	No cost associated with this initiative.	Data conversations with principals September 2016. Data conversations with teacher leaders and departments October 2016. Mid-year data review Directors, Principals, Teacher Leaders and Teachers- February 2017.	Benchmark performance results, STAAR performance results. Staff response to "My team and I use data to drive our decisions regarding curriculum, instruction, and student interventions."
Executive Director of Curriculum & Instruction will train selected personnel and co-host individual data and goal setting conversations with students and will generate a sustainable system for this to continue forward with all students.	Executive Director of Curriculum & Instruction	No cost associated with this initiative.	Training with personnel for student-data conversations Sept-Oct. 2016; Student Data conversations Sept-Oct. 2016	STAAR performance results 2016.





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## OUR BELIEFS IN ACTION

### **An engaged community is critical.**

*Our goal is to develop strong community and business partnerships with the school district to foster joint ownership and responsibility in effectively educating the youth of the community. The future leaders and business owners will be developed through real world opportunities cultivated through jobs, internships, and everyday relationships. The school district would like to serve and engage in the community and provide opportunities for the community to serve and engage the school system to epitomize and truly mutual partnership in rearing the future leaders and contributors to our local and global community.*

- District directors, principals, and members of the DEIC will work with leaders in the community to seek out opportunities for the school district to serve in supporting and beautifying the city of Sealy.
- Members of the DEIC, district directors, the high school administrative team, and the superintendent will work with community leaders and business owners to develop job and internship opportunities for students that will assist in developing their skills in their areas of interest.
- District directors, principals, and members of the DEIC will work to develop and maintain relationships between community business leaders, teachers, and students to expand opportunities of exposure and experience and coordinate development of real-world workforce skills for students.
- The DEIC will develop wraparound services that allow family, schools, and community teams to come together for creative planning and realistic problem solving.
- SISD will host opportunities to equip parents with skills that assist in improving their workforce, leadership, and parenting skills to promote success for themselves, their families, and their children's future.
- District directors, principals, and members of the DEIC will develop ways to incorporate local business representatives into the learning experiences of students to create purpose and build authenticity into the work done by students on a regular basis.

# SEALY INDEPENDENT SCHOOL DISTRICT

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### **Action Plan:**

**Objective-** District directors, principals, and members of the DEIC will develop ways to incorporate local business representatives into the learning experiences of students to create purpose and build authenticity into the work done by students on a regular basis.

**Alignment to Board Goals:** Ensure all district services support students to realize their highest ambition (Goal 5, Objective A)

Action Steps	Personnel Responsible	Resources/ Cost	Time Frame	Standards for Evaluation
Train campus administrators and teams of teachers on the purpose, intent, and organization involved in recruiting and involving community and business representatives to share their knowledge and experiences with students to authenticate learning.	Assistant Superintendent, Executive Director of Curriculum & Instruction, Teacher leaders, teachers	No cost associated with this initiative	Training Conversations with Principals-October 25, with Teachers-Nov. 8	Increases levels of student engagement- Classroom walkthrough data; increased passing rates –grade reporting data.
Contact local business representatives to share their business experiences with students to enhance and authenticate learning. Incorporate presence and involvement of community and business members in authentic assessment and project-based learning.	Teachers	No cost associated with this initiative	November 2016-May 2017 as applicable per content area, subject, and assignment.	Calendars/curriculum documents evidencing occurrence, pictures, publications, level of student engagement- classroom walkthrough data, increased passing rates-grade reporting data.



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### **Action Plan:**

**Objective-The DEIC will develop wraparound services that allow family, schools, and community teams to come together for creative planning and realistic problem solving.**

**Alignment to Board Goals:** Foster an environment of mutual respect among all stakeholders. (Goal 4, Objective B)

Action Steps	Personnel Responsible	Resources/Cost	Time Frame	Standards for Evaluation
Contact local religious leaders, community organizations, and other outreach/service organizations to dialogue and identify family, school, and community needs and develop collaborative and mutually supported solutions.	Superintendent, Assistant Superintendent, DEIC members	No cost associated with this initiative at this time. Subsequent cost to be determined based on identified needs.	Identify members to invite Week of October 24. First community conversation November 2016. Remaining follow-through TBD.	Meeting minutes, evidence of impact TBD.
Identify areas with greatest impact on students' academic success, overall well being, community populations of greatest need, and/or community aspects of health, education, and well being of greatest need. Create creative and realistic approaches to problems.	Superintendent, Assistant Superintendent, DEIC members	No cost associated with this initiative at this time. Subsequent cost to be determined based on identified needs.	Time frame will be determined following initial meetings to identify and determine areas in greatest need of support.	Meeting minutes, evidence of impact TBD.



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## OUR BELIEFS IN ACTION

### **Broadening perspectives and empowering stakeholders**

*Our aim is to utilize school and local community resources to help SISD graduates realize opportunities that can lead to success in a global market. To this aim, we desire to provide authentic language-based learning opportunities that positively impact student achievement and enhance students' global perspectives on opportunity and develop mutual value-based respect amongst all stakeholders.*

- ✓ We will expand course offerings at the junior high school to encompass a variety of student interest and multiple opportunities for earning high school credit.
- We will assess annually the post-secondary preparedness of students in all grade levels both through academic data analysis and student focus groups to determine the relative effectiveness of career awareness efforts across grade levels.
- We will offer opportunities for dual-language development at both the elementary and secondary levels to students who are native English speakers and English Language Learners.
- We will work toward providing a variety of high quality academic paths to promote multiple specialized areas of knowledge, training, and/or certification.
- We will expand course offerings at Sealy High School to work toward becoming an early-college high school.
- We will grow the outreach and impact efforts of our classrooms providing global-awareness opportunities to students in partnership with Texas-Tech University and will work toward this initiative becoming a self-sustainable, district-wide aspect of education in Sealy ISD.
- We will provide a true alternative learning option for students are not thriving in the traditional structure and schedule of the standard school system.

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#### **Action Plan:**

**Objective- We will provide a true alternative learning option for students are not thriving in the traditional structure and schedule of the standard school system.**

**Alignment to Board Goals:** Ensure all district services support students to realize their highest ambition (Goal 5, Objective A)

Action Steps	Personnel Responsible	Resources/Cost	Time Frame	Standards for Evaluation
Research current, successful alternative learning programs in similar districts. Research and consider necessary allowances of becoming a District of Innovation.	Assistant Superintendent , Secondary Principals	No cost associated with this initiative	Before February 2017	Long-term plan and action time line for implementation of a alternative learning center
Develop actionable plan, including budget, personnel, curriculum, flexibilities, etc. to create alternative learning options for SISD students.	Assistant Superintendent, Director of Special Programs, DEIC Members, Secondary Principals	Future cost to be identified in Action Plan	Before April 2017	Long-term plan and action time line for implementation of an alternative learning center
Establish services that can be provided through ALC, flexibility options, guidelines and screeners with eligibility.	Assistant Superintendent, Director of Special Programs, DEIC Members, Secondary Principals	Future cost to be identified in Action Plan	To Be Determined in Long-Term plan.	Long-term plan and action time line for implementation of an alternative learning center



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#### **Action Plan:**

**Objective- We will offer opportunities for dual-language development at both the elementary and secondary levels to students who are native English speakers and English Language Learners.**

**Alignment to Board Goals:** Ensure all district services support students to realize their highest ambitions. (Goal 5, Objective A)

Action Steps	Personnel Responsible	Resources/ Cost	Time Frame	Standards for Evaluation
Research dual-language program options. Visit schools operating successful dual-language programs. Read applicable research on implementation of dual-language programs, develop a long-range plan to expand dual-language program options in Sealy ISD.	Director of Special Programs, Elementary Principal, Bilingual Lead-Teacher/Team Leader	No cost associated with this initiative at this time.	April 2016-December 2016	Knowledge and tools gained from research evidenced in long-term implementation plan for an expanded dual language program.
Develop the tools and resources needed to implement an expanded dual language program including advertisement, registration tools, screening tools, curriculum resources, curriculum development, and teacher training.	Director of Special Programs, Elementary Principal, Bilingual Lead Teacher/Team Leader	Cost associated with this initiative long-term will be reflected in the long-term plan.	Initial Draft-November 2016	Long-term implementation plan with indication of budget impact.
Implement a dual language program for kindergarten students in the 2017-2018 school year with continued training for teachers in upper grade levels to vertically expand grade level program offerings as the initial cohort progresses.	Director of Special Programs, Executive Director of Curriculum & Instruction, Elementary Principals, Selected Teachers	Cost TBD in long-term plan	Enrollment Recruitment & Screening March-May 2017; Initial kindergarten cohort to begin August 2017	Enrollment/Registration documents



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## OUR BELIEFS IN ACTION

### **School environment and positive relationships**

- We will create a system of guaranteed and viable processes to intentionally develop positive relationships between staff and students in every classroom on every campus.
- We will involve multiple stakeholders in the decision-making process for developing a long-range facilities plan for Sealy ISD to meet the current and future needs of our district.
- We will work with all support services to include them in our leadership and build pride in the appearance of our facilities inside and out.
- We will work to support our PK-12 Counseling program to effectively build positive relationships and respect among students.
- We will work with our district administrators, campus administrators, district police departments, community organizations, and parents to guaranteed safe and secure learning environments for our students.
- ✓ We will continue to develop and support positive behavior support initiatives on all campuses.





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## OUR BELIEFS IN ACTION

### School environment and positive relationships

#### Action Plan:

**Objective-** We will involve multiple stakeholders in the decision making process for developing a long-range facilities plan for Sealy ISD to meet current and future needs of our district including not only building capacities but also individual program needs plus furniture and technology equipment to facilitate implementation of the district vision for instruction and learning for students and staff.

**Alignment to Board Goals:** Provide appropriate facilities to meet the needs of the district. (Goal 2) Convene a long-range plan for facilities management. (Objective A)

Action Steps	Personnel Responsible	Resources/Cost	Time Frame	Standards for Evaluation
Convene a student committee to seek input on preferred priorities and options for utilization of space, furniture, etc. to enhance learning in the classroom.	Campus administrators, Assistant Superintendent	No cost associated with this activity. Future costs resulting from input sessions would be pursued within funds allocated in the campus budget (BigTicket/Classroom Supplies)	Student Input Sessions- November 2016; Action on Results from input sessions Dec 2016- March 2017	Minutes from input sessions, long-range plan for priorities to utilize space and furniture to enhance and support the intended learning environment. Increased levels of student engagement-classroom walkthrough data
Coordinate administrative visits to other campuses to gain awareness of options for flexibly seating, choice, collaboration, etc. all relative to the intended tools for instructional delivery and creating a collaborative learning environment.	Campus administrators, Assistant Superintendent	Transportation to selected designations for campus visits	November 2016-February 2017	Long-range plan for priorities to utilize space and furniture to enhance and support the intended learning environment. Increased levels of student engagement-classroom walkthrough data
Create long-range implementation plan for investing in facility/furniture upgrades to take student choice, learning environment, and flexibility into account. + Procurement of recommended investments.	Campus administrators, Assistant Superintendent	Cost will be indicated in long-range plan. Parameter is to stay within budget of funds already allocated as "classroom supplies" or "big ticket" or "technology" accordingly.	March 2017	Long-range plan for priorities to utilize space and furniture to enhance and support the intended learning environment. Increased levels of student engagement-classroom walkthrough data

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## OUR BELIEFS IN ACTION

### **School environment and positive relationships**

#### **Action Plan:**

**Objective- We will work with our district administrators, campus administrators, district police department, district safety committee, community organizations, and parents to guarantee safe and secure learning environments for our students.**

**Alignment to Board Goals:** Continue to evaluate and improve upon all safety and security services provided by Sealy ISD. (Goal 5, Objective B).

Action Steps	Personnel Responsible	Resources/ Cost	Time Frame	Standards for Evaluation
Continue to implement and reinforce ALICE procedures with students, staff and parents. Coordinate with community organizations to assist in the District's ability and preparedness to respond to events of threat or tragedy.	Special Programs Director, District Safety Committee, Principals, Sealy ISD Police Dept.	Local Funds as budgeted	Research Jan-May 2016. Training with Staff June-August 2016. Training with students & parent information Sept. 2017. Parent Information and reinforcement with staff Nov 2016-Jan 2017.	Survey responses regarding safety. Input shared by parents, students, and staff.
Continue to develop comprehensive plan for communication and organization of the district's response in events of threat or tragedy. Communicate plan with leaders of other community entities for awareness and assistance.	Special Programs Director, Superintendent, Assistant Superintendent, SISD Chief of Polive	Local funds as budgeted	Comprehensive communication and organization plan completed October 2017. Meeting to review with relevant community entities November 2017	Comprehensive Communication Response Plan; Meeting Minutes

