

Seguin Independent School District

District Improvement Plan

2021-2022

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: October 26, 2021
Public Presentation Date: October 26, 2021

Mission Statement

To cultivate, inspire and empower students to grow and learn.

Vision

Exceptional students to exceptional citizens

Core Beliefs

Students grow academically, emotionally and socially when creative and imaginative educators ignite their passions.

The learning experience should be engaging, relevant and collaborative to meet the needs of all.

Parent, community and industry partners are essential for student success

Teachers foster student curiosity and initiative through meaningful and relevant learning experiences.

Relationships that nurture student growth and development are key to success.

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Comprehensive Needs Assessment

Revised/Approved: August 9, 2021

Demographics

Demographics Summary

Seguin ISD, located in the heart of Guadalupe County, is a 5A district with approximately 6899 students in the 2020-21 school year. The district has one PreK campus, 7 elementary schools (grades K-5), 2 middle schools (grades 6-8), 1 comprehensive high school, 1 Alternative Education Accountability campus and 1 DAEP. Seguin ISD also has a Juvenile Detention Center in Guadalupe County. Seguin High School offers Early College High School; in May 2021 18 students graduated from Seguin Early College High School with an associate's degree. The ethnic breakdown in Seguin ISD has remained steady for the past five years at approximately 4% African American, 72% Hispanic, 22% White, and 1% Two or More Races.

In 2020-21 PEIMS data reflect that the district has approximately 67% economically disadvantaged students, 11% English Language Learners, 56% at risk, 14% Special Ed, 0.2% Migrant, 0.5% Homeless, 48% Title I, and 7% Section 504. Dropout rates (7-12) are 1.9%, and 4 year graduation rate decreased from 92.1% in 2018 to 88.9 in 2019

The teacher demographics are 4% African American, 32% Hispanic, and 63% White. 23% are male, 77% are female. 7% of the teachers are in their first year, 34% have between 1-5 years experience, 23% have between 6-10 years experience, 21% have between 11-20 years experience, and 15% have over 20 years experience. The average years of experience is 10.0. Teacher turnover rate has fluctuated from 17.2% in 2017-18 to 22.6 in 2018-19 and to 19.9 in 2019-2020.

According to the Seguin Economic Development Corporation, the city of Seguin has a growing workforce, boasting a 3.5% increase in employment. The population in Seguin is projected to grow from 30,000 in 2020 to 40,000 in 2030. Multiple subdivisions are under construction, with over 8,000 new lots either proposed or completed. The Cost of Living is 4.9% lower than the Texas average. The top fields in Seguin are Manufacturing, Retail and Trade, Health Care and Social Assistance, Accommodation & Food Services, and Educational Services. The top employers in Seguin are Caterpillar, Continental, Seguin ISD, CMC Steel, Tyson Foods, Guadalupe Regional Medical Center, Texas Lutheran University, HEB, Walmart, and Hexcel.

Seguin has experienced a population increase of 18% since 2010 and residential growth continues as well. There are currently 10 subdivisions under construction, and an additional 18 under review. Post secondary education institutions include Texas Lutheran University and Central Texas Technology Center. Seguin is also home to the Guadalupe Regional Medical Center, a Nationally Recognized Hospital.

Demographics Strengths

1. Students
 1. Student demographics remain consistent year over year.
 2. The number of remote learners has reduced over the course of the year; students are returning to F2F instruction.
 3. The Special Education graduation rate increased from 66.7 in 2019 to 74.6 in 2020.
2. Staff, Recruitment, Retention
 1. Seguin ISD offers research-based New Teacher Mentor training for all teachers with 0-2 years experience.

2. Professional learning opportunities are aligned to the Seguin ISD Strategic Plan, and are available to all staff members.
3. Parents & Community
 1. Seguin ISD initiated the Parent Empowerment Series in 2020-21 and plan on growing the program.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Tracking the method of instruction (remote/F2F) has been challenging.

Problem Statement 2 (Prioritized): The district attendance rate has been below 95% for the past three school years.

Root Cause: The district needs to strengthen the relationship with parents and families.

Problem Statement 3 (Prioritized): Students in Other Special Programs (Homeless, Foster, and Military Connectedness) are below the cut rate of 80.0 for Graduation Rate and above the cut rate of 1.8 for Dropout Rate.

Root Cause: There is not a process dedicated to data analysis for student sub-populations.

Problem Statement 4 (Prioritized): Students receiving Special Education services have a disciplinary removal rate of 52.6% in 2020.

Root Cause: Discipline processes do not address the root cause of the behavior.

Problem Statement 5 (Prioritized): The percentage of students who are College, Career, & Military Ready (CCMR) was 50.6 in the 18-19 school year.

Root Cause: Monitoring and addressing this indicator has not been a priority.

Student Learning

Student Learning Summary

Due to COVID-19 and the cancellation of the STAAR assessment in the spring of 2020, all districts and campuses in Texas received the accountability rating of Not Rated: Declared State of Disaster for the 2020-2021 school year. In December 2020, recognizing the unique challenges facing schools in the current year, Commissioner Morath announced that TEA will not issue A-F Accountability ratings in the 2021-22 school year. However, because it remains critical that parents and educators understand the impact of the pandemic on student learning, state assessments will continue this school year through the administrations of the STAAR, STAAR Alternate 2, TELPAS, and TELPAS Alternate. TEA will process and report all available data from the 2020–2021 school year but will not calculate accountability scores or assign A–F ratings. The underlying student achievement data can then be used by school systems to inform changes moving forward and otherwise target resources to students that need the greatest support. Parents and educators can use this important information to gain a deeper understanding of individual student strengths and needs.

Seguin ISD has implemented common unit assessments at all grade levels to monitor student learning and plan for instruction and intervention. A composite summary of the data for the 2020-21 school year is included in the addendum of this report. SISD also uses Istation- ISIP, TxKEA, TPRI/Tejas Lee as a reading screener and Imagine Math Benchmarks (BOY, MOY & EOY) as the math screener in grades PK-5. This assessment/screener data is monitored monthly at both the campus and district level to assist teachers in adjusting plans for learning.

Based on the 2020-2021 district created unit/interim assessment data, writing scores decreased from grade 4 (64% all students) to grade 7 (48% all students). Similarly, there was a decrease in literacy scores from grade 8 (62%) to English 1 (51%).

Based on the May 2021 English ISIP screener data currently in grades K-5 47% of students are reading on level.

The STAAR 2018-2019 data (latest data source due to COVID-19), EOC scores increased in all areas for Eng I and II and US History; Bio increased in the Approaches area. SpEd-CTE showed an increase in all areas/all subjects for EOC. At the elementary level, increases were seen in 3rd grade reading with 62-71% at the approaches level.

Student Learning Strengths

Comparison data on the May 2021 ISIP Spanish report shows that Seguin ISD is consistent with the state averages (38% on level- SISD and 40% on level- state).

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Seguin ISD has a low percentage of students achieving the masters level (14% 2019 STAAR, 12% 2021 May ISIP).

Root Cause: The majority of professional learning is rooted in intervention rather than enrichment.

Problem Statement 2 (Prioritized): ELL students score significantly lower than the All Student group in math and reading on the 2020-21 unit assessments.

Root Cause: Students are not receiving differentiated linguistic support.

Problem Statement 3 (Prioritized): Students receiving special education services score significantly lower than the all student group in math and reading on the 2020-21 unit assessments.

Root Cause: IEPs are not targeted to student needs; therefore teachers are not differentiating for individual student need.

Problem Statement 4: The TELPAS Reading Beginning Proficiency Level rate is 15, above the state rate of 9.4.

Root Cause: Tier 2 ESL support is geared toward listening and speaking rather than reading.

Problem Statement 5: Sub-pops consistently score significantly lower than their counterpart student group.

Root Cause: There is not a process dedicated to data analysis for student sub-populations.

District Processes & Programs

District Processes & Programs Summary

Personnel: Seguin ISD is one of the top paying districts in Guadalupe and Comal Counties; however, SISD pays less than some Bexar County districts. A one time bonus or salary raise is a top priority when drafting the yearly budget. Job fairs are scheduled, but due to COVID it has been difficult to recruit new teachers from areas outside seguin. HR has planned to rethink how SISD participates at job fairs. A plan is in place to include more teachers during the process and update marketing materials. PLCs review data on at least a monthly basis. Common Formative Assessment data is reviewed on a monthly basis in principal meetings and the Learning and Leadership department responds to gaps by supporting campuses

Professional Practices: Seguin ISD has a professional development director who helps connect all professional learning opportunities across the organization to our strategic priorities. We have increased the level of professional development in the last couple of years; however, we took a step back due to COVID. SISD will develop a comprehensive Professional Learning plan and share it with all stakeholders. There needs to be an emphasis on non-academic professional learning such as SEL, classroom management, and meeting the needs of students who experience trauma. SISD goals and strategic initiatives are communicated through various departments. They are part of the DIP and every campus CIP. There is a formative review process that each decision making team goes through on a quarterly basis.

Programs and Opportunities for Students: Seguin ISD's special programs are on track to meet the needs of students, but there are delivery practices that we need to improve on in order to increase student achievement. Each department has modified their practices and has increased or will increase their staff (2021-2022) in order to support teachers. Seguin ISD is currently working to create a K-12 CCMR continuum that will ensure every student will graduate Seguin ISD having met a CCMR indicator. Students have the opportunity to participate in extracurricular and co-curricular opportunities in elementary through high school. The CTE Director is working closely with teachers to help increase the level of academic rigor in the classroom to ensure students can pass their industry based certification exams.

Instruction, transition and safety: Instruction: Seguin ISD has a process that ensures master scheduling and course offering for secondary students is a well planned process. The process includes district and campus administrators. Human Resources and the Director of Elementary Education support elementary campuses with their master schedule. PLC time is embedded during conference times at all campuses. There is a PLC handbook and a rubric is being developed to continue to strengthen PLCs. PLCs are a District initiative and we partner with Solution Tree for training. There is a need to continue to refine both of these practices in order to maximize time within the school day. Transition: COVID has made campus visits for transitioning grade level difficult, so SISD will ensure that during 2021 - 2022 school year, those campus visits are mandatory. However, for the first time since 2015, each campus Student Support Team is working on a process to share student information with the receiving campus. And there is a process for each PLC to review the incoming data. Safety: Seguin ISD has a Student Support Services team, which includes the Deputy Chief Operating Officer, Director of Safety, middle school safety coordinator, attendance staff, Homeless and Migrant Liaison, and team of 6 leading the school climate transformation grant efforts. The team has implemented COVID procedures and has an Emergency Operations Procedures manual. Additionally, SISD just partnered with a consultant to help map out all the campuses that will help administrators and emergency personnel identify all the spaces on campus with up to date pictures and 3D maps that will come in handy during an emergency. The School Climate Transformation Team is working towards refining our PBIS and RtI/MTSS practices in order to create a better campus climate and culture, including student & staff social emotional learning and safety. This is a work in progress and each campus is in a different phase of implementation.

District Processes & Programs Strengths

Personnel: Seguin ISD's pay is competitive. Human Resources has plans to increase visibility and become better market the District during job fairs that will help recruit new staff.

Professional Practices: Professional learning opportunities are available to all staff and there continues to be an investment in professional learning. There are common goals across the district and data is gathered by the education data analyst so that staff has access to data they need.

Programs and Opportunities for Students: Seguin ISD staff is committed to helping increase student achievement and opportunities. We have seen increase support for each sub pop.

Instruction, transition and safety: Seguin ISD has procedures are in place for each of these areas. Campus administrators and teacher leaders are aware of the procedures and implementation is improving each year.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Seguin ISD has a 19.8% turnover rate, which is higher than the State rate of 16.8%.

Root Cause: Seguin ISD competes with many other area districts. Availability of affordable housing in Seguin is limited.

Problem Statement 2: Professional learning is not available as often in non academic areas.

Root Cause: Seguin ISD has prioritized PLCs and areas of accountability over non-academic areas.

Problem Statement 3 (Prioritized): There is a lack of understanding of operational procedures across the district.

Root Cause: The district does not provide ample opportunities to revisit new procedures and manuals.

Problem Statement 4 (Prioritized): Our student support systems do not fully support students who experience high levels of trauma.

Root Cause: The district is in the process of developing and implementing Multi-tiered Systems of Support to address SEL and safety in addition to behavior and academics.

Problem Statement 5 (Prioritized): Students struggle academically and socially during transition years (5th to 6th grade, 8th to 9th grade).

Root Cause: The district is not providing sufficient supports to successfully transition students from campus to campus and/or grade to grade.

Perceptions

Perceptions Summary

Student Engagement: The district's mission statement is "to cultivate, inspire, and empower students to learn and grow." Student attendance is a priority for the district as we continue to support student success. The Student Services department works with campuses to improve attendance by following up with families and students regarding attendance issues. The School Climate Transformation team supports campus efforts around discipline and culture, especially at secondary campuses, by employing a Restorative Practices Coordinator. In addition, this team works with campuses to collect feedback from students on campus climate and culture using Panaorma surveys throughout the year.

Staff Engagement: Recruiting and retaining highly qualified teachers is a priority for the district. The district participates in several area job fairs throughout the spring and summer, as well as partnering with area universities for student teaching candidates. Teacher turnover remains higher than the state percentage due to competition from surrounding urban school districts. The district's mentoring program supports retention of new teachers by providing an experienced mentor to all new hires with less than three years of experience. In addition, the district offers various incentives (tuition support, stipends) and growth opportunities (campus leadership positions, Aspiring Administrator Academy) to support retention of experienced teachers. Teacher and staff view on climate and culture are measured using a survey from Panorama throughout the year.

Parent and Community Engagement: The district's Parent & Family Engagement policy outlines how the district will communicate and engage with parents and the community. Campuses have increased their communication with parents and the community via social media. In addition, ThoughtExchange surveys have been utilized this year to elicit feedback from parents and the community on various topics such as the intercession calendar and Covid protocols.

Perceptions Strengths

Student Engagement: Panorama student survey data shows teachers and staff are able to build and sustain supportive relationships with students.

Staff Engagement: The district employs 99-100% highly qualified teachers and supports teacher retention with a mentoring program; Panorama survey data shows teachers scored at 80% in their ability to educate students of all backgrounds.

Parent and Community Engagement: Increased opportunities for feedback through ThoughtExchange surveys; parent attendance at elementary events.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 31% of faculty and staff do not feel their professional well-being is supported, as reported on the Panorama EOY survey.

Root Cause: Administration has not sufficiently built a system of support that meets the needs of all educators.

Problem Statement 2 (Prioritized): Student engagement in after school clubs, programs, and activities of their interest has decreased.

Root Cause: Although resources have been put in place to support after school clubs and programs, COVID has caused a reduction in attendance and involvement.

Problem Statement 3 (Prioritized): There is a disconnect between schools and parent/families.

Root Cause: District and campus administration has not made a commitment to expand parent and community engagement beyond current levels.

Priority Problem Statements

Problem Statement 1: ELL students score significantly lower than the All Student group in math and reading on the 2020-21 unit assessments.

Root Cause 1: Students are not receiving differentiated linguistic support.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students receiving special education services score significantly lower than the all student group in math and reading on the 2020-21 unit assessments.

Root Cause 2: IEPs are not targeted to student needs; therefore teachers are not differentiating for individual student need.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Seguin ISD has a low percentage of students achieving the masters level (14% 2019 STAAR, 12% 2021 May ISIP).

Root Cause 3: The majority of professional learning is rooted in intervention rather than enrichment.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students in Other Special Programs (Homeless, Foster, and Military Connectedness) are below the cut rate of 80.0 for Graduation Rate and above the cut rate of 1.8 for Dropout Rate.

Root Cause 4: There is not a process dedicated to data analysis for student sub-populations.

Problem Statement 4 Areas: Demographics

Problem Statement 5: The district attendance rate has been below 95% for the past three school years.

Root Cause 5: The district needs to strengthen the relationship with parents and families.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Students receiving Special Education services have a disciplinary removal rate of 52.6% in 2020.

Root Cause 6: Discipline processes do not address the root cause of the behavior.

Problem Statement 6 Areas: Demographics

Problem Statement 7: The percentage of students who are College, Career, & Military Ready (CCMR) was 50.6 in the 18-19 school year.

Root Cause 7: Monitoring and addressing this indicator has not been a priority.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Seguin ISD has a 19.8% turnover rate, which is higher than the State rate of 16.8%.

Root Cause 8: Seguin ISD competes with many other area districts. Availability of affordable housing in Seguin is limited.

Problem Statement 8 Areas: District Processes & Programs

Problem Statement 9: There is a lack of understanding of operational procedures across the district.

Root Cause 9: The district does not provide ample opportunities to revisit new procedures and manuals.

Problem Statement 9 Areas: District Processes & Programs

Problem Statement 10: Our student support systems do not fully support students who experience high levels of trauma.

Root Cause 10: The district is in the process of developing and implementing Multi-tiered Systems of Support to address SEL and safety in addition to behavior and academics.

Problem Statement 10 Areas: District Processes & Programs

Problem Statement 11: Students struggle academically and socially during transition years (5th to 6th grade, 8th to 9th grade).

Root Cause 11: The district is not providing sufficient supports to successfully transition students from campus to campus and/or grade to grade.

Problem Statement 11 Areas: District Processes & Programs

Problem Statement 12: 31% of faculty and staff do not feel their professional well-being is supported, as reported on the Panorama EOY survey.

Root Cause 12: Administration has not sufficiently built a system of support that meets the needs of all educators.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: Student engagement in after school clubs, programs, and activities of their interest has decreased.

Root Cause 13: Although resources have been put in place to support after school clubs and programs, COVID has caused a reduction in attendance and involvement.

Problem Statement 13 Areas: Perceptions

Problem Statement 14: There is a disconnect between schools and parent/families.

Root Cause 14: District and campus administration has not made a commitment to expand parent and community engagement beyond current levels.

Problem Statement 14 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Homeless data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Other additional data

Goals

Revised/Approved: October 11, 2021

Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

Performance Objective 1: TEACHING AND LEARNING: By focusing on curriculum alignment, instructional practices, and support for special programs and sub-populations, Seguin ISD will become a B-rated district.

HB3 Goal

Evaluation Data Sources: STAAR assessments, benchmarks, literacy and math screeners

Strategy 1 Details	Reviews			
Strategy 1: Create professional learning experiences that will yield innovative and engaging classroom experiences by continuing to implement and monitor Professional Learning Communities at all campuses (1.1.1) through the use of a district handbook and district guided job-embedded professional development. Strategy's Expected Result/Impact: Increase overall student performance on STAAR assessments by 10%. Staff Responsible for Monitoring: Deputy Chief of Innovation and Learning Schoolwide and Targeted Assistance Title I Elements: 2.5	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Considerable	 Continue/ Modify
Strategy 2 Details	Reviews			
Strategy 2: Use Common Formative Assessment and Unit Assessment data to develop a targeted learning and intervention plan in PLCs. Strategy's Expected Result/Impact: Improved academic achievement and student growth. By November, all PLCs will have DDI conversations following protocols set out in PLC handbook. Staff Responsible for Monitoring: Deputy Chief of Innovation and Learning	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Accomplished	 Accomplished

Strategy 3 Details	Reviews			
Strategy 3: Provide instruction that is engaging, relevant, and collaborative to meet the needs of all by developing district expectations for providing timely, meaningful, and action-driven feedback to teachers that focuses on teacher growth and development (1.3.2). Strategy's Expected Result/Impact: Campus administrators will perform 10 walkthroughs/week and provide timely, meaningful feedback that is action-driven and observable. Staff Responsible for Monitoring: Deputy Chief of Innovation and Learning	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Accomplished	 Accomplished
Strategy 4 Details	Reviews			
Strategy 4: Provide instruction that is engaging, relevant, and collaborative to meet the needs of all by engaging in the Collaborative Instructional Review (CIR) process and using the Rigor/Relevance Framework to support rigor, relevance, and learning engagement (1.3.6) Strategy's Expected Result/Impact: 100% of campuses will develop and implement a plan for utilizing the CIR process on their respective campuses. By November, every campus leadership team member must have conducted at least one CIR. By January, all campus admin must have conducted at least one CIR with all STAAR tested area teachers. By March 31st, all campus admin must have conducted at least two CIR with all STAAR tested area teachers. Staff Responsible for Monitoring: Deputy Chief of Innovation and Learning Schoolwide and Targeted Assistance Title I Elements: 2.5	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Considerable	 Discontinue
Strategy 5 Details	Reviews			
Strategy 5: Refine and implement district wide models for the provision of special education services outlining teacher roles, responsibilities and duties and ensuring a full continuum of services is available. Strategy's Expected Result/Impact: Programs in place will meet the needs of all students receiving special education services. Staff Responsible for Monitoring: Director of Special Education Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Results Driven Accountability Funding Sources: Level of Support Model, Case Manager Notebook, ESC 13 support - 224 Federal SpEd	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/ Modify

Strategy 6 Details	Reviews			
Strategy 6: Build capacity with instructional leaders to monitor and oversee the provision of special education services and develop plans for self-monitoring campus special education programs. Strategy's Expected Result/Impact: Campus leaders will be able to identify program needs and methods of monitoring at each campus. Staff Responsible for Monitoring: Director of Special Education Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/ Modify
Strategy 7 Details	Reviews			
Strategy 7: Implement a district model for serving gifted and talented students, based on the Texas State Plan for the Education of Gifted/Talented Students. Strategy's Expected Result/Impact: A G/T Scope and Sequence along with a Service Delivery Model will be developed by May 2021. Staff Responsible for Monitoring: Deputy Chief of Innovation and Learning, Elementary and GT Coordinator Schoolwide and Targeted Assistance Title I Elements: 2.5	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Accomplished	 Accomplished
Strategy 8 Details	Reviews			
Strategy 8: Increase the pool of certified ESL teachers by providing training and ESL certification test reimbursement for teachers who do not currently serve ESL students in their classroom. Strategy's Expected Result/Impact: Increase the number of ESL certified teachers in Seguin ISD. By November, we will have identified the teachers who are not yet certified, and file a waiver with TEA. By January, have a plan in place for teacher training and dates to take the Texas ESL 154 test. By May, all teachers will have taken their certification test. Staff Responsible for Monitoring: Multilingual Coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4 - Results Driven Accountability - Equity Plan	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/ Modify

Strategy 9 Details	Reviews			
Strategy 9: Implement, monitor, and evaluate professional learning to CTE teachers to address and support the academic needs of all students, particularly for special populations. Strategy's Expected Result/Impact: All CTE teachers will have participated in profession learning experiences by the end of the 2021-22 school district, including training with a focus on special populations. By November, Professional Learning to support student academic needs of CTE students will have been provided at the August Back to School PL, at CTE CTE department meetings in September and October, and in the afternoon of the early release day on October 13. By January, additional Professional Learning to support student academic needs of CTE students will have been provided on Nov 3 (1/2 day in-service) November and December CTE department meetings, and during the Jan 3/4 in-service days. By March 31, additional Professional Learning to support student academic needs of CTE students will have been provided on Feb 16 & March 2 (1/2 day in-service) and during the January, February, and March CTE department meetings. Staff Responsible for Monitoring: CTE Director Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Results Driven Accountability Funding Sources: - 244 CTE Perkins	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Accomplished	 Accomplished
Strategy 10 Details	Reviews			
Strategy 10: Provide training to parents of English Learners to support their students linguistic skills at home. Strategy's Expected Result/Impact: Increase in TELPAS Proficiency levels. Staff Responsible for Monitoring: Multilingual Coordinator Schoolwide and Targeted Assistance Title I Elements: 3.1 - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress	 Considerable	 Accomplished	 Continue/ Modify

Strategy 11 Details	Reviews			
Strategy 11: The LLS department will improve communication and outline expectations by producing district-level handbooks on RtI/MTSS (Academics & Behavior), Assessment, Grading, & Reporting, PLC/Rigor & Relevance, and SEL Implementation. Handbooks will be vetted by campus administrators and teachers. Training will be provided to campus leadership teams during Leadership Summit. Strategy's Expected Result/Impact: Improved communication and alignment of practices across the district. Staff Responsible for Monitoring: Deputy Chief of Innovation and Learning Schoolwide and Targeted Assistance Title I Elements: 2.5	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress	 Moderate Progress	 Considerable	 Accomplished
Strategy 12 Details	Reviews			
Strategy 12: Provide professional learning to all teachers of English learners on the components, purpose and instructional implications of TELPAS. Strategy's Expected Result/Impact: Increase students TELPAS Proficiency levels Staff Responsible for Monitoring: Multilingual Coordinator	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Accomplished	 Continue/ Modify
Strategy 13 Details	Reviews			
Strategy 13: Design and provide oversight to campus based tutorials for English learners. Strategy's Expected Result/Impact: Increase students TELPAS Proficiency levels Staff Responsible for Monitoring: Multilingual Coordinator	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Accomplished	 Discontinue
Strategy 14 Details	Reviews			
Strategy 14: Continue to implement House Bill 3 reading academies, including special education and dyslexia interventionist. Strategy's Expected Result/Impact: Build teacher capacity around the science of reading and increase student achievement. Staff Responsible for Monitoring: Elementary and GT Coordinator	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Moderate Progress	 Continue/ Modify

Strategy 15 Details	Reviews			
Strategy 15: Provide academic interventions that align to school day curriculum to ACE students. Strategy's Expected Result/Impact: Increased academic performance Staff Responsible for Monitoring: ACE Director	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Moderate Progress	 Continue/ Modify
Strategy 16 Details	Reviews			
Strategy 16: Provide Fine Arts enrichment and equitable access for students to participate in master classes and small group lessons that enhance student learning. Strategy's Expected Result/Impact: Increase in both individual and school results from performance assessments / contests. Staff Responsible for Monitoring: Director of Fine Arts Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - Equity Plan	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Accomplished	 Continue/ Modify
Strategy 17 Details	Reviews			
Strategy 17: Produce a Data-Driven Instruction training video for teachers that demonstrates how to analyze data and adjust teaching to best serve the needs of students. Strategy's Expected Result/Impact: Teachers will adjust weekly lesson plans based on student analysis; student achievement will increase. Staff Responsible for Monitoring: Education Data Analyst and Directors of Elementary & Secondary Schoolwide and Targeted Assistance Title I Elements: 2.6 Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
		 No Progress	 No Progress	 Discontinue
Strategy 18 Details	Reviews			
Strategy 18: Build capacity with special education teachers to write goals and objectives for students in Special Education programs targeting specific learning needs and target skills identified in the PLAAFP statements of the ARD document. Staff Responsible for Monitoring: Director of Special Education Results Driven Accountability Problem Statements: Student Learning 3	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Moderate Progress	 Accomplished

Strategy 19 Details		Reviews			
Strategy 19: Dual language interventionists and aides will provide strategic academic intervention and support to EL students. Strategy's Expected Result/Impact: Increase in academic achievement and language proficiency in EL students. By November, all positions will be filled. By January, Dual Language Coaches will provide ongoing training to interventionists and aides. Staff Responsible for Monitoring: Director of Federal Programs Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5 - Results Driven Accountability Problem Statements: Student Learning 2 Funding Sources: Dual Language Interventionists - 211 Title I - 211.13.00.10X.2.24.000.6119 - \$110,000, Dual Language Aides - 211 Title I - 211.13.00.10X.2.24.000.6129 - \$203,000, Dual Language, ESL Aides - 263 Title III A - 263.13.00.10X.2.24.000.6129 - \$61,000		Formative			Summative
		Nov	Jan	Mar	June
		 Moderate Progress	 Considerable	 Considerable	 Continue/Modify
Strategy 20 Details		Reviews			
Strategy 20: Provide administration support for all ESSA programs, including homeless and parent involvement Staff Responsible for Monitoring: Director of Federal Programs Funding Sources: Administration costs - 211 Title I - 211.XX.00.XXX.2.24.000.6XXX - \$130,500, Parental Involvement Costs - 211 Title I Parental Involvement - 211.61.00.XXX.2.24.000.6XXX - \$25,000		Formative			Summative
		Nov	Jan	Mar	June
		 Moderate Progress	 Considerable	 Considerable	 Continue/Modify
Strategy 21 Details		Reviews			
Strategy 21: Use Seesaw and Google Classroom to support individualized learning and contribute to the learning of others Strategy's Expected Result/Impact: Promote personalized learning by creating a digital environment for interacting and collaboration with peers, experts, or other sources. Staff Responsible for Monitoring: Director of Digital Learning Digital Learning Specialist Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress	 Moderate Progress	 Considerable	 Continue/Modify

Strategy 22 Details	Reviews			
Strategy 22: Utilize ClassLink as our SSO (single sign-on) solution Strategy's Expected Result/Impact: Increase usage of digital tools and resources by consolidating student log in to one single sign-on. Staff Responsible for Monitoring: Director of Digital Learning Digital Learning Specialist Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Moderate Progress	 Accomplished
Strategy 23 Details	Reviews			
Strategy 23: Increase student engagement through our 1:1 initiative Strategy's Expected Result/Impact: Students will use the technology devices provided to them to improve their reading and math skills. Staff Responsible for Monitoring: Director of Digital Learning Digital Learning Specialist Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/ Modify
Strategy 24 Details	Reviews			
Strategy 24: Implement COVID Learning Recovery Plan utilizing ESSER II and ESSER III funds Strategy's Expected Result/Impact: Close COVID Learning Gaps, especially in Math and Reading as measured by STAAR performance in 2022. November: Hire all staff before the 2021 - 2022 school year begins. Implement plans of action in each area as defined by Chief Innovation Officer and Deputy Chief of Innovation and Learning January: Review Middle of the Year data to ensure growth from BOY data. Make adjustments in each area as needed. Staff Responsible for Monitoring: Chief Innovation Officer Schoolwide and Targeted Assistance Title I Elements: 2.6 - Results Driven Accountability Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Moderate Progress	 Moderate Progress	 Continue/ Modify

Strategy 25 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 25: Interventionists will provide academic intervention in math and reading on each elementary campus. Strategy's Expected Result/Impact: Improvement in math and reading skills. Staff Responsible for Monitoring: Director of Elementary Education Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Problem Statements: Student Learning 1 Funding Sources: Interventionists - 211 Title I - 211.13.00.XXX.2.24.000.6119 - \$500,000	 Moderate Progress	 Considerable	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Seguin ISD has a low percentage of students achieving the masters level (14% 2019 STAAR, 12% 2021 May ISIP). Root Cause: The majority of professional learning is rooted in intervention rather than enrichment.
Problem Statement 2: ELL students score significantly lower than the All Student group in math and reading on the 2020-21 unit assessments. Root Cause: Students are not receiving differentiated linguistic support.
Problem Statement 3: Students receiving special education services score significantly lower than the all student group in math and reading on the 2020-21 unit assessments. Root Cause: IEPs are not targeted to student needs; therefore teachers are not differentiating for individual student need.

Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

Performance Objective 2: POST-SECONDARY READINESS: At the high school level, Seguin ISD will increase the targets met from 0% to 66% (6/9 components) in the School Quality Status (CCMR) component of Closing the Gap domain. At the middle and elementary schools, Seguin ISD will increase the targets met from 0% to 18% (4/22 components) in the Academic Achievement component of the Closing the Gap domain.

Strategy 1 Details	Reviews			
Strategy 1: Increase opportunities for students to practice and show mastery of associated licensure and certification exams in the Career & Technical Education Program. Strategy's Expected Result/Impact: Increase the number of students obtaining industry-based certifications By November, students that are enrolled in courses leading directly to licensure and certification will be identified for tracking. By January, students enrolled in the courses mentioned above will be practicing the skills and knowledge needed for licensure and certification exams. By the end of March, students will be taking practice exams to identify areas in need of remediation prior to taking licensure and certification exams. Staff Responsible for Monitoring: CTE Director Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 244 CTE Perkins	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: Expand opportunities within the Seguin Works 18 Plus Transition program to offer transition assistance and training to students with disabilities. Strategy's Expected Result/Impact: Improve transition outcomes for students with disabilities Staff Responsible for Monitoring: Director of Special Education	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress	 Moderate Progress	 Considerable	 Accomplished

Strategy 3 Details	Reviews			
Strategy 3: Increase student participation in AVID and Dual Credit through guidance and recruitment programs, coordination of services, and professional development. Strategy's Expected Result/Impact: Increased participation in AVID and Dual Credit. Staff Responsible for Monitoring: Director of Early College High School Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress	 Some Progress	 Some Progress	 Accomplished
Strategy 4 Details	Reviews			
Strategy 4: Campuses (Pre-K - 12) will establish and implement a timeline of college and career exploration opportunities for the school year. Strategy's Expected Result/Impact: -Elementary campuses will identify and implement 2-3 college and career exploration activities per semester. -Secondary campuses will identify and implement 3-4 college and career activities and events per semester. Staff Responsible for Monitoring: Deputy Chief of Innovation and Learning, Director of Secondary Education, Director of Early College High School	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress	 Some Progress	 Some Progress	 Continue/ Modify
Strategy 5 Details	Reviews			
Strategy 5: Increase student participation, especially in underrepresented student groups, in Advance Placement (AP) and Advanced courses through recruitment and guidance programs, coordination of services, and professional development. Strategy's Expected Result/Impact: Increase AP participation rates about 15% by the end of the 2021 school year. Staff Responsible for Monitoring: Director of Secondary Education, Director of Early College High School	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Some Progress	 Accomplished
Strategy 6 Details	Reviews			
Strategy 6: Create a system to track the College, Career, and Military Readiness component for secondary students in the district. Strategy's Expected Result/Impact: Increased opportunities for students to achieve the CCMR component; increased CCMR scores in the accountability system. Staff Responsible for Monitoring: Director of State & Federal Accountability	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify

Strategy 7 Details	Reviews			
Strategy 7: Refine Early College High School recruitment plan in accordance with the TEA ECHS Blueprint. Strategy's Expected Result/Impact: Increase the amount of students in underrepresented groups in the ECHS program. Staff Responsible for Monitoring: Director of Early College High School	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress	 Some Progress	 Considerable	 Accomplished
Strategy 8 Details	Reviews			
Strategy 8: Increase the student participation in SAT and TSIA by offering school day testing opportunities. Strategy's Expected Result/Impact: Increase the student participation in SAT and TSIA. By November, SHS will host SAT in school. Staff Responsible for Monitoring: Director of Early College High School	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress	 Some Progress	 Considerable	 Continue/ Modify
Strategy 9 Details	Reviews			
Strategy 9: Increase parent awareness by providing marketing materials of all current CCMR opportunities in both English and Spanish. Strategy's Expected Result/Impact: Increase the number of students who graduate college, career, or military-ready Staff Responsible for Monitoring: Director of Early College High School	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress	 Some Progress	 Some Progress	 Continue/ Modify
Strategy 10 Details	Reviews			
Strategy 10: Provide information to middle and high school students about opportunities to graduate college, career, or military ready. Strategy's Expected Result/Impact: Increase the number of students who graduate college, career, or military-ready Staff Responsible for Monitoring: Director of Early College High School	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress	 Some Progress	 Considerable	 Continue/ Modify



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

Performance Objective 3: WHOLE CHILD SOCIAL EMOTIONAL LEARNING: Seguin ISD will increase opportunities and allocate resources that support and reinforce health and wellness as a foundation for learning. By the end of the year, Seguin ISD will reflect a 10% increase in score from the Panorama BOY to EOY surveys. Baseline data: Spring 2021 Grades 3-5 SEL Scores: Emotion Regulation - 42%, Grit - 53%, Social Awareness - 62%; Spring 2021 Grades 6-12 SEL Scores: Emotion Regulation - 40%, Grit - 49%, Social Awareness - 55%.

Evaluation Data Sources: Panorama surveys, Student attendance, discipline referrals, climate surveys, drop-out data, homeless, migrant, participation in extra-curricular activities

Strategy 1 Details	Reviews			
Strategy 1: Provide transportation to campuses for Foster students. Strategy's Expected Result/Impact: Foster students in need will have transportation to their originating school. Staff Responsible for Monitoring: Chief Student Services Officer Funding Sources: Transportation Costs - 211 Title I - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Considerable	 Continue/ Modify
Strategy 2 Details	Reviews			
Strategy 2: Provide resources to identified homeless and migrant students including school supplies, emergency clothing, hygiene products, government assistance program referrals, and free school meals. Strategy's Expected Result/Impact: Homeless and migrant students will receive the needed supplies so they can attend school. Staff Responsible for Monitoring: Chief Student Services Officer Funding Sources: clothing, hygiene, supplies - 212 Title I C - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Accomplished
Strategy 3 Details	Reviews			
Strategy 3: Monitor grades and attendance for homeless students and provide necessary interventions. Strategy's Expected Result/Impact: Improved grades and attendance for homeless students. Staff Responsible for Monitoring: Chief Student Services Officer Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Accomplished

Strategy 4 Details	Reviews			
Strategy 4: Provide Achievers Clubs for 6th through 8th grade migrant students and students experiencing homelessness. Strategy's Expected Result/Impact: Build leadership and communication skills and college/career awareness By November, planning will begin. By January, the first session will occur. By March the second session will occur. Staff Responsible for Monitoring: Chief Student Services Officer Funding Sources: Grant-Homeless - 206 - TEHCY (Homeless), - 212 Title I C - \$2,500	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Moderate Progress	 Continue/ Modify
Strategy 5 Details	Reviews			
Strategy 5: Provide Matador LEADERS club sessions for active 9th to 12th grade migrant students and students experiencing homelessness to build leadership, communication skills, and promote college and career readiness. Strategy's Expected Result/Impact: Improved student achievement, increased self-esteem and leadership skills, and increase college and career readiness. Staff Responsible for Monitoring: Chief Student Services Officer Results Driven Accountability Funding Sources: - 212 Title I C - \$2,500	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Moderate Progress	 Continue/ Modify
Strategy 6 Details	Reviews			
Strategy 6: Continue to provide Migrant Tutor services to PFS students, as needed, in 3rd through 12th grades to support academic achievement, mentoring and leadership development during tutoring, leadership sessions and summer leadership summit. Strategy's Expected Result/Impact: Close the gap in academic achievement and graduation rates between migrant and non-migrant students; increase in accountability RDA ratings. Staff Responsible for Monitoring: Chief Student Services Officer Results Driven Accountability Funding Sources: - 212 Title I C - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress		 Discontinue

Strategy 7 Details	Reviews			
Strategy 7: Utilize the Truancy and Dropout Prevention software program to actively monitor campus and district level truancy and attendance interventions. Strategy's Expected Result/Impact: Campus and district staff will be able to be proactive in the needs of the students. Staff Responsible for Monitoring: Chief Student Services Officer	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress	 Some Progress	 Considerable	 Continue/ Modify
Strategy 8 Details	Reviews			
Strategy 8: Continue the Missing Matadors Matter initiative to educate and engage parents and the community in student attendance. Strategy's Expected Result/Impact: Increase in attendance rate. Staff Responsible for Monitoring: Chief Student Services Officer	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Considerable	 Continue/ Modify
Strategy 9 Details	Reviews			
Strategy 9: Provide mental health services to students through Communities in Schools Site Coordinators at the high school, middle schools and prioritized elementary campuses Strategy's Expected Result/Impact: Improved mental health services provided to students. Staff Responsible for Monitoring: Chief Student Services Officer Problem Statements: District Processes & Programs 4 Funding Sources: Contracted Services with CIS - 289 Title IV - \$25,000	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 No Progress	 Accomplished
Strategy 10 Details	Reviews			
Strategy 10: Continue No Place For Hate initiative as a component of the Matador Challenge district-wide to encourage anti-bias, bully prevention, conflict resolution, suicide prevention and violence prevention. Strategy's Expected Result/Impact: Reduced bullying, improved student culture Staff Responsible for Monitoring: Chief Student Services Officer	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress	 Moderate Progress	 Considerable	 Continue/ Modify

Strategy 11 Details	Reviews			
Strategy 11: Implement Common Sense Education digital citizenship curriculum in grades k-8, including parent education events. Staff Responsible for Monitoring: Director of Digital Learning Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6, 3.2	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Moderate Progress	 Continue/ Modify
Strategy 12 Details	Reviews			
Strategy 12: Provide support to secondary campuses to facilitate attendance interventions with Student Case Managers. Strategy's Expected Result/Impact: Increase attendance rates. Staff Responsible for Monitoring: Chief Student Services Officer	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Considerable	 Continue/ Modify
Strategy 13 Details	Reviews			
Strategy 13: Continue to expand the LiiNK Project throughout all elementary campuses. Strategy's Expected Result/Impact: Increased student engagement and academic performance; overall improvement in student wellness. Staff Responsible for Monitoring: Director of Whole Child Initiatives	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Considerable	 Continue/ Modify
Strategy 14 Details	Reviews			
Strategy 14: Promote school safety by updating the Emergency Operations Plan, coordinating with local agencies, host Safe & Civil Schools meetings regularly, and implementing a SISD Safety Summit. Strategy's Expected Result/Impact: Regular scheduled meetings with campus safety teams and local agencies. Staff Responsible for Monitoring: Chief Student Services Officer	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Some Progress	 Considerable	 Continue/ Modify

Strategy 15 Details	Reviews			
Strategy 15: Provide annual staff training on dating violence, child abuse, ALICE active shooter protocols, Standard Response Protocols, Stop the Bleed and district-wide student training on ALICE active shooter protocols in addition to practice drills. Strategy's Expected Result/Impact: Annual training to increase awareness. Staff Responsible for Monitoring: Chief Student Services Officer	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Considerable	 Continue/ Modify
Strategy 16 Details	Reviews			
Strategy 16: Support transition services and summer enrichment opportunities for at risk youth who are detained at the Juvenile Detention Facility Strategy's Expected Result/Impact: Students will gain academic and social emotional skills over the summer. Staff Responsible for Monitoring: Director of Federal Programs Schoolwide and Targeted Assistance Title I Elements: 2.6 Funding Sources: FTE - 288 Title I D - 288.31.00.112.2.24.000.6119 - \$74,907, Stipends - 288 Title I D	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 17 Details	Reviews			
Strategy 17: Implement Restorative Practices district wide. All campuses will have a teacher who serves as a Restorative Practices leader. Strategy's Expected Result/Impact: Increase in school climate, as defined by a increase in positive connections between students and staff, student to student, and staff to staff. Staff Responsible for Monitoring: Director of School Climate Transformation	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Moderate Progress	 Continue/ Modify
Strategy 18 Details	Reviews			
Strategy 18: Provide transition support to 5th graders entering middle school and 8th graders entering high school. Strategy's Expected Result/Impact: Improve student positive social-emotional outcomes. Staff Responsible for Monitoring: Director of School Climate Transformation, Director of Whole Child Initiatives Schoolwide and Targeted Assistance Title I Elements: 2.6 Problem Statements: District Processes & Programs 5 Funding Sources: Supplies - 289 Title IV - 211.11.00.881.2.24.000.6399 - \$15,000	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/ Modify

Strategy 19 Details		Reviews			
Strategy 19: Refine and continue implementation of the inclusive behavior support program (PLUS) for SPED students with significant behavior needs. Strategy's Expected Result/Impact: Students with behavioral needs will be included in more academic settings and will be successful. Staff Responsible for Monitoring: Director of Special Education Schoolwide and Targeted Assistance Title I Elements: 2.6 - Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June
		 Moderate Progress	 Moderate Progress	 Considerable	 Continue/ Modify
Strategy 20 Details		Reviews			
Strategy 20: Expand after school club activities that address well-rounded educational opportunities and whole child initiatives. Strategy's Expected Result/Impact: Improve student positive social-emotional outcomes. Staff Responsible for Monitoring: Director of Whole Child Initiatives Problem Statements: Perceptions 2 Funding Sources: Stipends and supplies/materials - 289 Title IV - \$14,000		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress	 Accomplished	 Accomplished	 Accomplished
Strategy 21 Details		Reviews			
Strategy 21: Monitor digital safety of student online activity through Gaggle. Gaggle is an app that alerts campus administrators of possible student situations, including but not limited to self-harm, harm to others, or harmful family situations. Strategy's Expected Result/Impact: Increase in student safety; decrease in traumatic situations Staff Responsible for Monitoring: Director of Digital Learning Problem Statements: District Processes & Programs 4 Funding Sources: Gaggle licenses - 289 Title IV - \$21,000		Formative			Summative
		Nov	Jan	Mar	June
		 Moderate Progress	 Moderate Progress	 Considerable	 Continue/ Modify
Strategy 22 Details		Reviews			
Strategy 22: Continue expansion of cultural arts opportunities for students K-12, including Ballet Folklórico. Strategy's Expected Result/Impact: Increase student exposure to cultural history and continued training in relevant performance skills. Staff Responsible for Monitoring: Director of Fine Arts Schoolwide and Targeted Assistance Title I Elements: 2.5		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress	 Considerable	 Accomplished	 Continue/ Modify

Strategy 23 Details	Reviews			
Strategy 23: By providing Youth Mental Health First Aid training, SISD staff will increase awareness of and capacity to address the mental health needs of students. Strategy's Expected Result/Impact: Provide early intervention support to students experiencing mental health challenges. Staff Responsible for Monitoring: Director of School Climate Transformation	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 No Progress	 Continue/ Modify
Strategy 24 Details	Reviews			
Strategy 24: Develop a comprehensive guidance counseling program. Strategy's Expected Result/Impact: Align resources to improve counseling support provided to students. Staff Responsible for Monitoring: Chief Student Services Officer, Director of School Climate Transformation	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	
Strategy 25 Details	Reviews			
Strategy 25: Implement Positive Action Pk-5 and explore expansion opportunities into secondary programs. Strategy's Expected Result/Impact: Increase in positive school climate. Staff Responsible for Monitoring: Director of Whole Child Initiatives	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Accomplished	 Accomplished
Strategy 26 Details	Reviews			
Strategy 26: ACE program will implement enrichment activities that will foster knowledge, skills, and students need to develop healthy identities and create meaningful relationships. Strategy's Expected Result/Impact: ACE students will become more self-aware and understand the importance of their health and wellness. Staff Responsible for Monitoring: ACE Director	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Accomplished	 Accomplished

Strategy 27 Details	Reviews			
Strategy 27: Utilize Panorama, an MTSS platform to collect and hold data to support the Whole Child across the dimensions of academics, behavior, attendance, Social and Emotional Learning (SEL) and school climate. Strategy's Expected Result/Impact: Within the platform leaders are able to dig into results and monitor change over time at the individual student, school, and classroom levels across the district. Staff Responsible for Monitoring: Director of School Climate Transformation Problem Statements: Demographics 2 - Student Learning 1 - District Processes & Programs 4, 5 Funding Sources: Panorama licenses - 289 Title IV - \$25,000	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/ Modify
Strategy 28 Details	Reviews			
Strategy 28: Reinstate the after school choir program on all elementary campuses. Strategy's Expected Result/Impact: Increased participation in performing arts Staff Responsible for Monitoring: Director of Fine Arts Problem Statements: Perceptions 2 Funding Sources: Stipends - 289 Title IV - \$3,500, Transportation - 289 Title IV - \$3,500, Choral Tracks - choir accompany resource - 289 Title IV - \$1,800	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Accomplished	 Continue/ Modify
Strategy 29 Details	Reviews			
Strategy 29: Provide summer school to students in need of intervention. Strategy's Expected Result/Impact: Improved academic performance. Staff Responsible for Monitoring: Deputy Chief of Innovation and Learning Problem Statements: Student Learning 1 Funding Sources: Staffing, resources - 211 Title I - 211.11.00.699.2.24.000.XXXX - \$40,000	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress	 Some Progress	 Considerable	 Continue/ Modify
Strategy 30 Details	Reviews			
Strategy 30: Implement Positive Behavior Interventions and Supports (PBIS) district wide. Strategy's Expected Result/Impact: To improve student outcomes by integrating the use of data, systems, and evidence-based practices to guide decision-making. Staff Responsible for Monitoring: Director of School Climate Transformation Problem Statements: District Processes & Programs 4	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/ Modify

Strategy 31 Details	Reviews			
Strategy 31: Create Adventure School programming for 6th grade students. Strategy's Expected Result/Impact: Improve student wellbeing and sense of self. Provide opportunities to create a positive campus culture at both middle schools. Staff Responsible for Monitoring: Director of Whole Child Initiatives Problem Statements: District Processes & Programs 5 Funding Sources: - 289 Title IV - 211.11.00.881.2.24.000.6399 - \$2,500	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

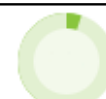
Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: The district attendance rate has been below 95% for the past three school years. Root Cause: The district needs to strengthen the relationship with parents and families.
Student Learning
Problem Statement 1: Seguin ISD has a low percentage of students achieving the masters level (14% 2019 STAAR, 12% 2021 May ISIP). Root Cause: The majority of professional learning is rooted in intervention rather than enrichment.
District Processes & Programs
Problem Statement 4: Our student support systems do not fully support students who experience high levels of trauma. Root Cause: The district is in the process of developing and implementing Multi-tiered Systems of Support to address SEL and safety in addition to behavior and academics.
Problem Statement 5: Students struggle academically and socially during transition years (5th to 6th grade, 8th to 9th grade). Root Cause: The district is not providing sufficient supports to successfully transition students from campus to campus and/or grade to grade.
Perceptions
Problem Statement 2: Student engagement in after school clubs, programs, and activities of their interest has decreased. Root Cause: Although resources have been put in place to support after school clubs and programs, COVID has caused a reduction in attendance and involvement.

Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

Performance Objective 1: PARENTAL AND FAMILY ENGAGEMENT: In order to get a better measure of family-school relationships, Seguin ISD will increase the number of Panorama Survey participants from 284 in Spring 2021 to 600 in Spring 2022.

Evaluation Data Sources: Parent Engagement Activity Annual Calendar, Sign-in sheets

Strategy 1 Details	Reviews			
Strategy 1: Provide district-level coordination for Parent/Family Engagement activities on campuses Strategy's Expected Result/Impact: Campuses will have an increased number of coordinated parental engagement activities. Staff Responsible for Monitoring: Chief Student Services Officer	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Accomplished	 Continue/Modify
Strategy 2 Details	Reviews			
Strategy 2: Provide district-level coordination for Professional Learning events on meaningful parental engagement activities. Strategy's Expected Result/Impact: Campuses will build capacity with parental involvement activities. Staff Responsible for Monitoring: Director of Federal Programs Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/Modify
Strategy 3 Details	Reviews			
Strategy 3: Conduct Parent Advisory Meetings to inform parents of the Migrant services available and corresponding budget. Strategy's Expected Result/Impact: Increase in parental involvement as measured by the parent attendance at the PAC meetings. Staff Responsible for Monitoring: Migrant Coordinator Funding Sources: Migrant Coordinator - 212 Title I C - \$19,000, Refreshments, supplies - 212 Title I C - \$500	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Considerable	 Continue/Modify

Strategy 4 Details	Reviews			
Strategy 4: Pending health and safety measures, host a Community Learning Exchange with all SISD campuses and neighboring districts. Strategy's Expected Result/Impact: Increased parental participation; increased cultural awareness between parents and staff members. Staff Responsible for Monitoring: Chief Innovation Officer	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Some Progress	 Continue/ Modify
Strategy 5 Details	Reviews			
Strategy 5: Continue the district-wide "Parent Empowerment Series" to engage and educate parents in matters relating to academic achievement, education programs, and student wellness. Strategy's Expected Result/Impact: Increase in parental involvement, enhanced school-parent relationships, and improved collaborative culture. Staff Responsible for Monitoring: Deputy Chief of Innovation and Learning Schoolwide and Targeted Assistance Title I Elements: 3.1	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress	 Some Progress	 Some Progress	 Continue/ Modify
Strategy 6 Details	Reviews			
Strategy 6: Establish more efficient lines of communication for ACE families Strategy's Expected Result/Impact: More parental involvement of ACE families Staff Responsible for Monitoring: ACE Director, ACE Family Engagement Specialist	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Some Progress	 Continue/ Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

Performance Objective 2: PUBLIC RELATIONS and COMMUNICATIONS: Seguin ISD will promote student and staff achievements, and programs and services benefitting the school community through the use of social media. Visibility will be measured by an increase in the number of Facebook followers from 12,404 to 13,024 and the number of Twitter followers from 3,932 to 4,129 by June 2022.

Evaluation Data Sources: Social Media counts

Strategy 1 Details	Reviews			
Strategy 1: Monitor social media outlets and analytics to measure impact of the District's efforts to tell its own story and share information. Strategy's Expected Result/Impact: Better informed stakeholders and enhanced public perception of the District's image. Staff Responsible for Monitoring: Chief Communications Officer	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Considerable	
Strategy 2 Details	Reviews			
Strategy 2: Promote district social media outlets through School Messenger, emails. Matador Pride community newsletter, and social media. Strategy's Expected Result/Impact: Better informed stakeholders and enhanced public perception of the District's image. Staff Responsible for Monitoring: Chief Communications Officer	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Considerable	
Strategy 3 Details	Reviews			
Strategy 3: Provide training as necessary to campus social media designee and teachers to increase the use of social media in order to highlight student work and classroom/campus events. Strategy's Expected Result/Impact: Better informed stakeholders and enhanced public perception of the District's image. Staff Responsible for Monitoring: Chief Communications Officer	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Considerable	

Strategy 4 Details	Reviews			
Strategy 4: Provide professional development, activities that support safe and healthy students, and activities that support well-rounded educational opportunities to students at participating PNP campuses. Strategy's Expected Result/Impact: Increase student participation, engagement, and academic performance. Staff Responsible for Monitoring: Director of Federal Programs Funding Sources: Resources, supplies - 289 Title IV - \$5,500, Professional Development resources - 255 Title II - \$11,500, Shared Service Agreement with ESC20 - 211 Title I - \$23,000	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

Performance Objective 3: PARTNERSHIPS: Seguin ISD will increase the number of business and community partnerships through active participation in community-based opportunities and events by 15%.

Strategy 1 Details	Reviews			
Strategy 1: Partner with Director of Community Outreach to develop a list of existing business and community partnerships that are established. Strategy's Expected Result/Impact: The list will provide teachers a listing of business and community partners that can be utilized to expand opportunities for students. By November, an initial list of business and community partners will be developed with input from all CTE programs. By January, the CTE Director and the Director of Community Outreach will identify additional business and community partners that should be added to the list. By March, the CTE Directory and the Director of Community Outreach will reach out to potential business and community partners with the goal of increasing the depth and breadth of Seguin ISD's reach in the community. Staff Responsible for Monitoring: CTE Director Schoolwide and Targeted Assistance Title I Elements: 2.6 Funding Sources: - 244 CTE Perkins	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: Collaborate with community organizations including the Mid-Texas Symphony, TLU Community Music Academy, Texas Lutheran University, Seguin Art League, Guadalupe County Fair Association, and the City of Seguin Main Street program to maximize partnership opportunities. Strategy's Expected Result/Impact: Increased student and family involvement in arts activities in the community and highlight Seguin ISD contributions. Staff Responsible for Monitoring: Director of Fine Arts Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress	 Considerable	 Accomplished	 Continue/ Modify

Strategy 3 Details	Reviews			
Strategy 3: Identify opportunities for Leadership Staff to participate campus and community based events in and effort to support and engage stakeholders. Staff Responsible for Monitoring: Chief Communications Officer	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Considerable	
Strategy 4 Details	Reviews			
Strategy 4: Increase our partnerships with community-based mental health organizations. Strategy's Expected Result/Impact: Greater access to mental health resources. Staff Responsible for Monitoring: Director of School Climate Transformation	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Some Progress	 Continue/ Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Create the conditions in Seguin ISD to recruit, retain and engage employees (Strategic Priority 3).

Performance Objective 1: RECRUIT, RETAIN, AND ENGAGE EFFECTIVE TEACHERS AND ADMINISTRATORS: Seguin ISD will achieve a teacher turnover rate of less than 15% and an administrator turnover rate of less than 10%

Strategy 1 Details	Reviews			
Strategy 1: Participate in continuing leadership development programs to support highly effective campus leaders. Strategy's Expected Result/Impact: Increase leadership capacity in assistant principals. Checkpoint: By November 31st, participants will share a reflection of their learning with Director of PL. By January 31st, participants will share 2nd reflection of their learning with Director of PL. By March 31, will share 3rd reflection of their learning with Director of PL. Staff Responsible for Monitoring: Director of Elementary Education	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: Provide district support to mentors and new teachers through professional learning and forum discussions provided by the New Teacher Center. Strategy's Expected Result/Impact: Reduce teacher turnover rate. Build leadership capacity in mentors and professional capacity in new teachers. Checkpoint - By the end of November, mentors will have completed 18 hours of professional learning and mentees will have completed three 1.5 hour forums. Staff Responsible for Monitoring: Deputy Chief of Human Resources Equity Plan Problem Statements: District Processes & Programs 1 - Perceptions 1 Funding Sources: substitutes - 255 Title II - \$24,000	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Accomplished	 Accomplished

Strategy 3 Details	Reviews			
Strategy 3: Provide support to new teachers through meetings and district pull-out days with their mentor teacher. Strategy's Expected Result/Impact: Reduce teacher turnover rate. Develop social-emotional and instructional capacity in new teachers. Checkpoint: Feedback from first district pull-out. Staff Responsible for Monitoring: Deputy Chief of Human Resources Funding Sources: Substitutes - 255 Title II - \$24,000	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Accomplished	 Continue/ Modify
Strategy 4 Details	Reviews			
Strategy 4: Provide regional, competitive compensation and benefit packages to recruit experienced teachers/administrators for all campuses and ensure all campuses are staffed with highly, effective teachers in an equitable manner. Strategy's Expected Result/Impact: Attract and hire teachers and administrators with experience of two or more years & advanced degrees Staff campuses with a diverse level of skill and experience to support all student needs, specifically ESL and SPED. Checkpoint: Review TEA ESSA - Equity report in by March 31, new hire report - teacher data Staff Responsible for Monitoring: Chief Human Resources Officer Equity Plan	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress		 Continue/ Modify
Strategy 5 Details	Reviews			
Strategy 5: Provide targeted content and grade level professional learning & collaboration opportunities for new and returning teachers Strategy's Expected Result/Impact: Increase target professional learning for teachers to better support student needs Increase teacher collaboration time for targeted planning and to increase student performance Checkpoint: Feedback on PL opportunities and PLC collaboration time Staff Responsible for Monitoring: Deputy Chief of Innovation and Learning	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Accomplished	 Continue/ Modify

Strategy 6 Details	Reviews			
Strategy 6: Provide instructional support to teachers for continuous improvement in the digital learning environment. Strategy's Expected Result/Impact: Increased capacity in the use of instructional technology. Staff Responsible for Monitoring: Director of Digital Learning Digital Learning Specialist	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/ Modify
Strategy 7 Details	Reviews			
Strategy 7: Provide qualifying staff members with the opportunity to participate in the Texas State Master's Degree program. Strategy's Expected Result/Impact: Create a pipeline of SISD staff/teachers to advance into leadership positions. Staff Responsible for Monitoring: Chief Innovation Officer	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Moderate Progress	 Continue/ Modify
Strategy 8 Details	Reviews			
Strategy 8: Provide professional learning opportunities including classroom materials and educational resources for middle and high school drama teachers through the Drama Teacher Academy. Strategy's Expected Result/Impact: Increased student engagement in performing arts. Staff Responsible for Monitoring: Director of Fine Arts Problem Statements: Perceptions 2 Funding Sources: DTA licenses - 289 Title IV - \$1,300	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Accomplished	 Accomplished	 Continue/ Modify
Strategy 9 Details	Reviews			
Strategy 9: Improve the quality and effectiveness of teachers, principals, and other school leaders. Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Director of Federal Programs Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Problem Statements: Student Learning 1 - Perceptions 1 Funding Sources: Academic Deans and Subject Coordinators - 255 Title II - \$192,000	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress	 Considerable	 Considerable	 Continue/ Modify



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:**Student Learning**

Problem Statement 1: Seguin ISD has a low percentage of students achieving the masters level (14% 2019 STAAR, 12% 2021 May ISIP). **Root Cause:** The majority of professional learning is rooted in intervention rather than enrichment.

District Processes & Programs

Problem Statement 1: Seguin ISD has a 19.8% turnover rate, which is higher than the State rate of 16.8%. **Root Cause:** Seguin ISD competes with many other area districts. Availability of affordable housing in Seguin is limited.

Perceptions

Problem Statement 1: 31% of faculty and staff do not feel their professional well-being is supported, as reported on the Panorama EOY survey. **Root Cause:** Administration has not sufficiently built a system of support that meets the needs of all educators.

Problem Statement 2: Student engagement in after school clubs, programs, and activities of their interest has decreased. **Root Cause:** Although resources have been put in place to support after school clubs and programs, COVID has caused a reduction in attendance and involvement.

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$733,170.00

Total FTEs Funded by SCE: 6.6

Brief Description of SCE Services and/or Programs

1. Supplemental instruction for remediation, class-size reduction, and summer school. 2. Professional developmental and instructional leadership to address the needs of at-risk students. 3. School leadership and counselors who directly support at-risk students through special programs. 4. Social work services to assist students with additional needs.

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Bittings, Nikki	Chief Student Support Officer	0.75
Borden, Cynthia	Director of Accountability	0.6
Ehring, Cynthia	Student Support Coordinator	0.75
Gonzales, Armando	Student Support Coordinator	0.75
Hall, David	Math Specialist	1
Martinez, Sara	Student Support Coordinator	0.9
Pacheco, Victor	Student Support Coordinator	0.75
Polanco, Sandra	Sec'y to Director of Accountability	0.6
Vella, Nilda	Science Coordinator	0.5

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anderson, Elizabeth	Interventionist (Vogel)		1.0
Black, Lisandra	Academic Dean (Patlan)		.75
Borden, Cynthia	Director of Federal & State Accountabili		.4
Castillo, Bertha	Dual Language Aide		.85
Castro, Jessica	Academic Dean (Weinert)		.75
Cuevas, Teresa	Homeless Coordinator		.75
Daugherty, Maria	Dual Language Aide		.85
Diaz, Victor	Dual Language Aide		.85
Espinosa, Naomi	Dual Language Aide		.85
Fiscal, Flora	Dual Language Aide		.85
Gamboa, Yvette	Academic Dean (MCQueeney)		.75
Garcia, Jessica	Dual Language Aide		.85
Gonzales, Johanna	Dual Language Interventionist		.5
Holmes, Megan	Transition Coordinator	Title I, D	1.0
Lerma, Cruz	Dual Language Aide		.85
Martinez, Sara	Parent Involvement Coordinator		.1
Medrano, Maegen	Academic Dean (Rodriguez)		.75
Mize, Michelle	Interventionist		1.0
Parra, Krystal	Dual Language Aide		.85
Pence, Penny	Interventionist		1.0
Polanco, Sandra	Secretary		.4
Ramirez, Christine	Academic Dean (Jefferson)		.75
Ramirez, Debbie	Dual Language Interventionish		.5
Rohde, Emilie	Academic Dean (Vogel)		.75
Santos, Amanda	Interventionist		1.0
Seibert, Jana	Interventionist		1.0
Silva, Veronica	Dual Language Interventionist		.5

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Strever, Robert	Academic Dean (Koennecke)		.75

District Education Improvement Committee

Committee Role	Name	Position
Classroom Teacher	Kayleigh Wolfe	McQueeney Classroom Teacher
Classroom Teacher	Donnie Trim	AJB Classroom Teacher
Classroom Teacher	Randee Terrill	Barnes Classroom Teacher
Classroom Teacher	Ashley Spahn	SHS Classroom Teacher
Parent	April Sendejo	SHS Parent
Interventionist	Amanda Santos	Koennecke Literacy Interventionist
District-level Professional	Sandra Reyes	Director of Elementary
Classroom Teacher	Alissa Rangel	Ball- Head Start Teacher
Classroom Teacher	Lauren Prater	Weinert Classroom Teacher
Interventionist	Kinsey Perry	Patlan Interventionist
Counselor	Michelle Pena	Weinert Counselor
Classroom Teacher	Janet Nance	Barnes Classroom Teacher
District-level Professional	Kristi Miranda	LLS Coordinator
Classroom Teacher	Tiffany McGrath	Jefferson Classroom Teacher
Classroom Teacher	Stephen McCullough	MBLC Classroom Teacher
Classroom Teacher	Dawn Lynn	Patlan Classroom Teacher
Classroom Teacher	Kristen Lee	Vogel Classroom Teacher
Parent	Crystal Just	Barnes - Parent
Classroom Teacher	Tiffany Jones	SHS Classroom Teacher
District-level Professional	Andrea Jaramillo	Deputy Chief of Innovation
Classroom Teacher	Gwendolyn Gustafson	McQueeney Classroom Teacher
Classroom Teacher	Mary Grise	Saegert Classroom Teacher
Classroom Teacher	Johanna Gonzalez	DL Interventionist
District-level Professional	Sharon Feuge	Special Ed Coordinator
District-level Professional	Halcy Dean	Director of Special Ed
District-level Professional	Mark Cantu	Chief Innovation Officer
Classroom Teacher	Jaimie Burton	SHS Classroom Teacher

Committee Role	Name	Position
Classroom Teacher	Erik Burns	SHS Classroom Teacher
Classroom Teacher	Megan Brock	Ball Classroom Teacher
District-level Professional	Cynthia Borden	Director of Federal and State Accountability
District-level Professional	Chanda Bloch	Director of Secondary
Classroom Teacher	Louie Blancarte	AJB Classroom Teacher
Classroom Teacher	Katie Arnold	Vogel Classroom Teacher

District Funding Summary

211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	19	Dual Language Interventionists	211.13.00.10X.2.24.000.6119	\$110,000.00
1	1	19	Dual Language Aides	211.13.00.10X.2.24.000.6129	\$203,000.00
1	1	20	Administration costs	211.XX.00.XXX.2.24.000.6XXX	\$130,500.00
1	1	25	Interventionists	211.13.00.XXX.2.24.000.6119	\$500,000.00
1	3	1	Transportation Costs		\$1,000.00
1	3	29	Staffing, resources	211.11.00.699.2.24.000.XXXX	\$40,000.00
2	2	4	Shared Service Agreement with ESC20		\$23,000.00
Sub-Total					\$1,007,500.00
Budgeted Fund Source Amount					\$1,007,500.00
+/- Difference					\$0.00
211 Title I Parental Involvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	20	Parental Involvement Costs	211.61.00.XXX.2.24.000.6XXX	\$25,000.00
Sub-Total					\$25,000.00
Budgeted Fund Source Amount					\$25,000.00
+/- Difference					\$0.00
212 Title I C					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	clothing, hygiene, supplies		\$5,000.00
1	3	4			\$2,500.00
1	3	5			\$2,500.00
1	3	6			\$5,000.00
2	1	3	Refreshments, supplies		\$500.00
2	1	3	Migrant Coordinator		\$19,000.00
Sub-Total					\$34,500.00
Budgeted Fund Source Amount					\$36,384.00

212 Title I C					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$1,884.00
288 Title I D					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	16	FTE	288.31.00.112.2.24.000.6119	\$74,907.00
1	3	16	Stipends		\$0.00
Sub-Total					\$74,907.00
Budgeted Fund Source Amount					\$74,907.00
+/- Difference					\$0.00
255 Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	4	Professional Development resources		\$11,500.00
3	1	2	substitutes		\$24,000.00
3	1	3	Substitutes		\$24,000.00
3	1	9	Academic Deans and Subject Coordinators		\$192,000.00
Sub-Total					\$251,500.00
Budgeted Fund Source Amount					\$333,913.00
+/- Difference					\$82,413.00
263 Title III A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	19	Dual Language, ESL Aides	263.13.00.10X.2.24.000.6129	\$61,000.00
Sub-Total					\$61,000.00
Budgeted Fund Source Amount					\$153,391.00
+/- Difference					\$92,391.00
289 Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	9	Contracted Services with CIS		\$25,000.00
1	3	18	Supplies	211.11.00.881.2.24.000.6399	\$15,000.00
1	3	20	Stipends and supplies/materials		\$14,000.00
1	3	21	Gaggle licenses		\$21,000.00
1	3	27	Panorama licenses		\$25,000.00

289 Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	28	Transportation		\$3,500.00
1	3	28	Stipends		\$3,500.00
1	3	28	Choral Tracks - choir accompany resource		\$1,800.00
1	3	31		211.11.00.881.2.24.000.6399	\$2,500.00
2	2	4	Resources, supplies		\$5,500.00
3	1	8	DTA licenses		\$1,300.00
Sub-Total					\$118,100.00
Budgeted Fund Source Amount					\$217,822.00
+/- Difference					\$99,722.00
TCLAS (expires 2024)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,559,328.00
+/- Difference					\$1,559,328.00
Grand Total Budgeted					\$3,408,245.00
Grand Total Spent					\$1,572,507.00
+/- Difference					\$1,835,738.00

Addendums

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	• Who have made a qualifying move within the previous 1-year period; <u>AND</u> • Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	• Who have made a qualifying move within the previous 1-year period; <u>AND</u> • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

School District: Seguin ISD
Region: 20

Priority for Service (PFS) Action Plan

Filled Out By: Teresa Cuevas
Date: 08-04-2021 revised

School Year: 2019-2020

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

Goal(s):	Objective(s):
To access the specific academic needs of Migrant PFS students with targeted instructional and support services.	To monitor academic progress of PFS students and evaluate the effectiveness of the services provided.

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	Monthly	Migrant Coordinator/ NGS Specialist Campus Counselors Campus Principals Campus Asst. Principals	- PFS Reports and Emails - PFS Reporting Form
Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	June-August	Migrant Coordinator/ NGS Specialist	PFS Action Plan

Additional Activities				
▪				
Required Strategies				
Communicate the progress and determine needs of PFS migrant students.				
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	August-June	Migrant Coordinator/ NGS Specialist Campus Principals Campus Asst. Principals	• Federal Programs Presentation • Staff Development Sign In Sheets	
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.	August-June	Migrant Coordinator/ NGS Specialist	• PAC Presentation • PAC Sign In Sheet	
▪ During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.	August-June	Migrant Coordinator	• PFS Reporting Forms • Report Cards	
Additional Activities				
▪				
Provide services to PFS migrant students.				
▪ The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	August-June	Migrant Coordinator Campus Counselors Campus Principals Campus Asst. Principals	• PFS Reporting Forms	
▪ The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	August-June	Migrant Coordinator Campus Counselors Campus Principals Campus Asst. Principals	• PFS Reporting Forms • Email Communication • Campus and Home Visits	

▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	August-June	Migrant Coordinator/ NGS Specialist	• List of Federal, State, and/or local programs serving PFS students.
Additional Activities			
▪ Provide the Migrant Achievers Club in collaboration with the McKinney-Vento Program for students in 6th to 8th grades to promote student achievement, college awareness, leadership, and team-building skills.	Spring 2020	Migrant Coordinator	• Agenda • Sign In Sheets
▪ Provide Matador LEADERS Club sessions for active 9th to 12th grade migrant students to support student achievement, academic success, build self-esteem, provide leadership and team-building opportunities, and increase college and career readiness. Trips include St. Edwards College Assistance for Migrants Program Preview Day, and Close-Up Foundation-Washington DC Trip.	September-June	Migrant Coordinator	• Agenda • Sign In Sheets • Registration Forms when applicable
▪ Provide online tutoring services to Migrant students who did not meet standard on a STAAR test in grades 3rd to 12th grade.	September-June	Migrant Coordinator Campus Principals Campus Teachers	• Promotional Flyers • Tutoring Records • Local Unit Assessments Scores

Cynthia Border

LEA Signature

8/4/21

Date Completed

ESC Signature

Date Received

IDENTIFICATION & RECRUITMENT PLAN: SEGUIN ISD SCHOOL YEAR: 2021-2022 REGION: 20

DATE: 08/04/2021

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT		INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS			
A. Attend Identification & Recruitment (ID&R) training offered by ESC-Recruiters, Attend ID&R and NGS training offered by ESC-Designated SEA Reviewers.	COEs for new school year cannot be completed until training has occurred or as determined by TEA.	Migrant Recruiter Designated SEA Reviewers (Seguin ISD's review is the Regional Designee at this time.)	By July 1 and March 30 for ID&R training or as determined by TEA. NGS training to be determined.
B. Other			
II. IDENTIFICATION & RECRUITMENT			
A. Meet with all ID&R staff.	Meet with Designated SEA Reviewers, recruiters, and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	Migrant Recruiter	By August 29
B. Finalize all forms, documents, and logs.	Disseminate and train on all forms, documents, and logs, etc. that will be used by MEP ID&R staff.	Migrant Coordinator/Recruiter	By August 29
C. Make recruiter assignments.	Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in	Migrant Coordinator/Recruiter	By August 29
D. Conduct ID&R.	Potentially Eligible Migrant Children: Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. Currently Eligible Migrant Children: Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. Note: Share copies of COEs with appropriate entities as listed on COE.	Migrant Recruiter	By August 29-currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30 th .

E. Complete COEs. Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to designated SEA Reviewer for review.	Migrant Recruiters	Within 5 working days of parent signature
F. Review of COEs. Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed. NGS Data Entry Specialist is to enter data from each child's COE into the New Generation System (NGS) per the timeline. Copy of COE will be provided to PEIMS for coding-only after a child is encoded on NGS.	Designated SEA Reviewers Migrant Coordinator/NGS Specialist	Within 7 working days of parent signature
G. Conduct Residency Verification. Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	Migrant Recruiter	Between September 1 st and November 1 st . For 2 year olds turning 3- on or after 3 rd birthday
H. Other.		
III. MAPS AND INTRAREGIONAL NETWORKING		
A. Make contact with potential growers. Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops, and growing seasons.	Migrant Coordinator/Recruiter	Contact all growers within the district boundaries by November 1 st .
B. Develop Calendar and Maps Develop profile/maps reflecting major crops, seasons, hiring practices by growers, etc. Develop map for recruiter highlighting areas/neighborhoods where migrant families reside.	Migrant Coordinator/Recruiter	By December 1 and update on an ongoing basis throughout the year.
C. Other.		
IV. INTERAGENCY COORDINATION		
A. Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	Migrant Coordinator/Recruiter	Make initial outreach efforts by September 30 and continue ongoing efforts throughout the year.

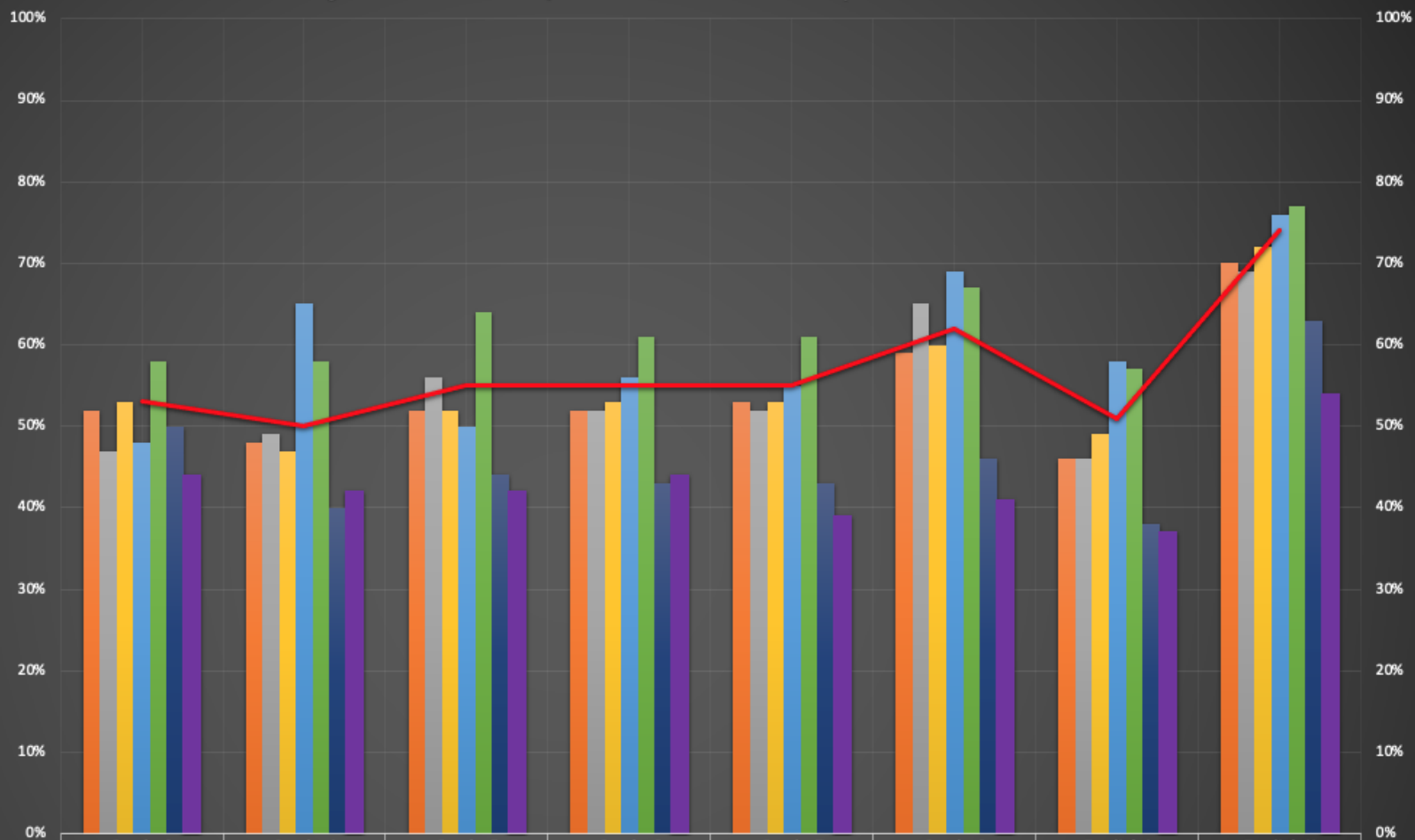
B. Other.			
V. QUALITY CONTROL			
A. Written quality control procedures. Develop written procedures that outline ID&R quality control within the LEA/ESC.	Migrant Coordinator	By August 29th	
B. Eligibility Review. Forward COEs with more than one required eligibility comment or other reasons specified under difficult determination to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Designated SEA Reviewers, Migrant Coordinator, ESC Migrant Contact	Ongoing throughout the year.	
C. Monitor and address on-going training needs for ID&R. Work with regional ESC to provide training support to MEP Recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	All Migrant Staff.	As needed throughout the year.	
D. Maintain up-to-date records on file. Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name {Heading Section of COE, number (4)} and retain records for seven years from the date eligibility ends.	All Migrant Staff.	Ongoing throughout the year.	
E. Coordinate with ESC for annual eligibility validation. Eligibility of previously-identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA.	ESC, Migrant Coordinator/Staff	January – June	
F. Other.			
VI. EVALUATION			
A. Evaluate ID&R efforts for subsequent planning. Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	Staff: All MEP Staff Others: Local Migrant Parent Advisory Council (PAC), etc.	By June 30th	
B. Other.			

2020-2021 Average Performance on Unit/Interim Assessments in Mathematics by Grade Level



	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Algebra I (HS Only)
Economic Disadvantage (70.6%)	58%	54%	58%	52%	46%	50%	39%
Black/African American (4.4%)	51%	56%	60%	52%	43%	54%	44%
Hispanic (70.7%)	58%	55%	60%	54%	46%	53%	41%
Two or More Races (1.4%)	60%	48%	48%	46%	48%	51%	46%
White (23%)	66%	56%	68%	61%	56%	54%	42%
LEP (11.2%)	54%	54%	52%	50%	38%	45%	36%
Special Ed Indicator (12.1%)	51%	59%	49%	52%	39%	40%	33%
All Students	60%	55%	62%	55%	48%	53%	41%

2020-2021 Average Performance on Unit/Interim Assessments in ELAR by Grade Level



	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II
Economic Disadvantage (70.6%)	52%	48%	52%	52%	53%	59%	46%	70%
Black/African American (4.4%)	47%	49%	56%	52%	52%	65%	46%	69%
Hispanic (70.7%)	53%	47%	52%	53%	53%	60%	49%	72%
Two or More Races (1.4%)	48%	65%	50%	56%	55%	69%	58%	76%
White (23%)	58%	58%	64%	61%	61%	67%	57%	77%
LEP (11.2%)	50%	40%	44%	43%	43%	46%	38%	63%
Special Ed Indicator (12.1%)	44%	42%	42%	44%	39%	41%	37%	54%
All Students	53%	50%	55%	55%	55%	62%	51%	74%

2020-2021 Google Applications Engagement for Grades 6-12

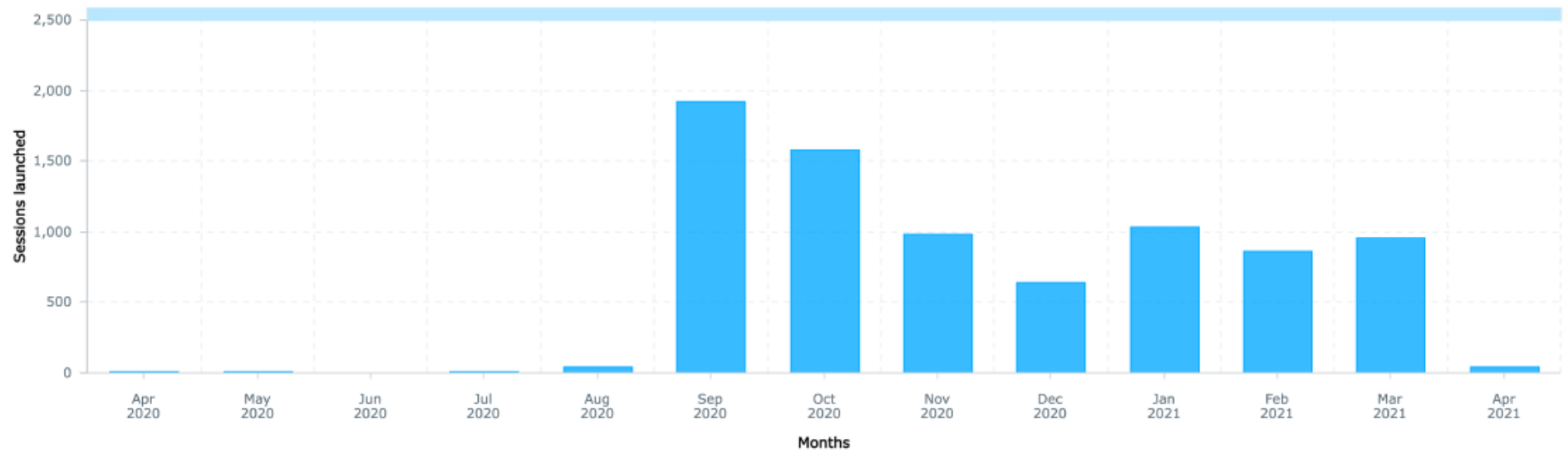


Nearpod - Usage Graphs

SEGUIN ISD

Time period: 04/01/2020 to 04/05/2021

Chart: Sessions Launched: The number of Nearpod sessions launched in the selected time period.

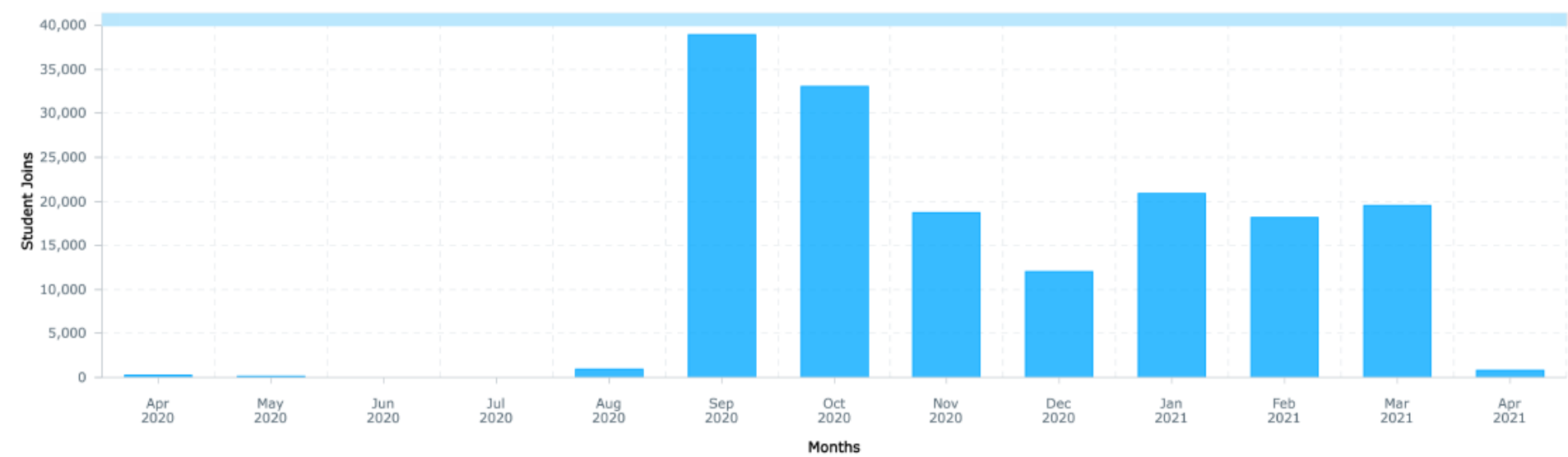


Nearpod - Usage Graphs

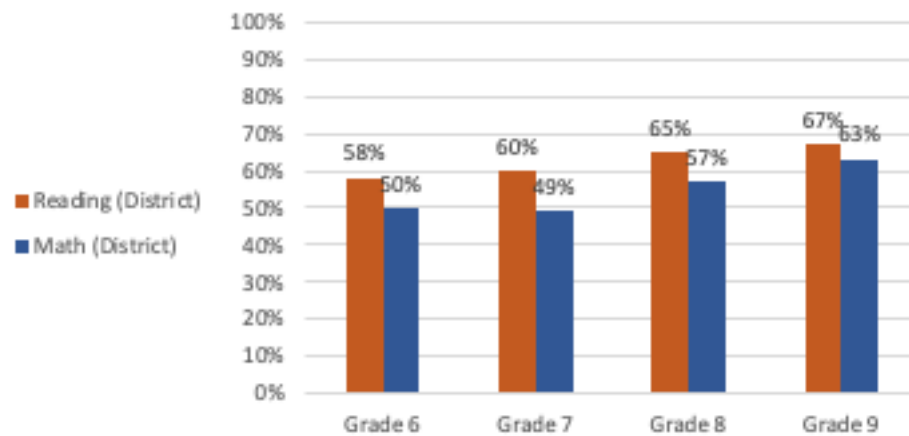
SEGUIN ISD

Time period: 04/01/2020 to 04/05/2021

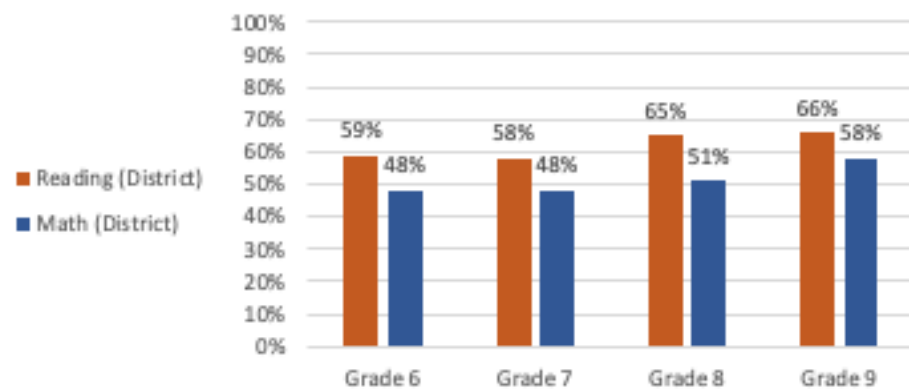
Chart: Student Joins: The number of students participating in Nearpod sessions during the selected time period.



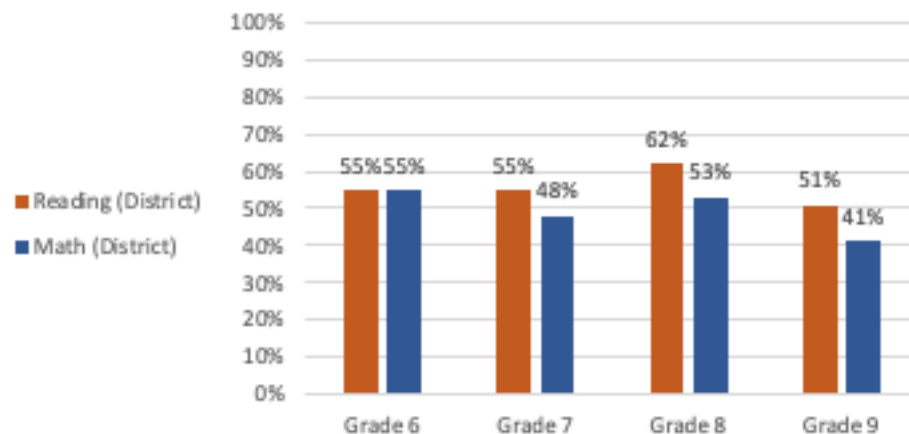
2018 Average STAAR Percent Score
Reading versus Mathematics

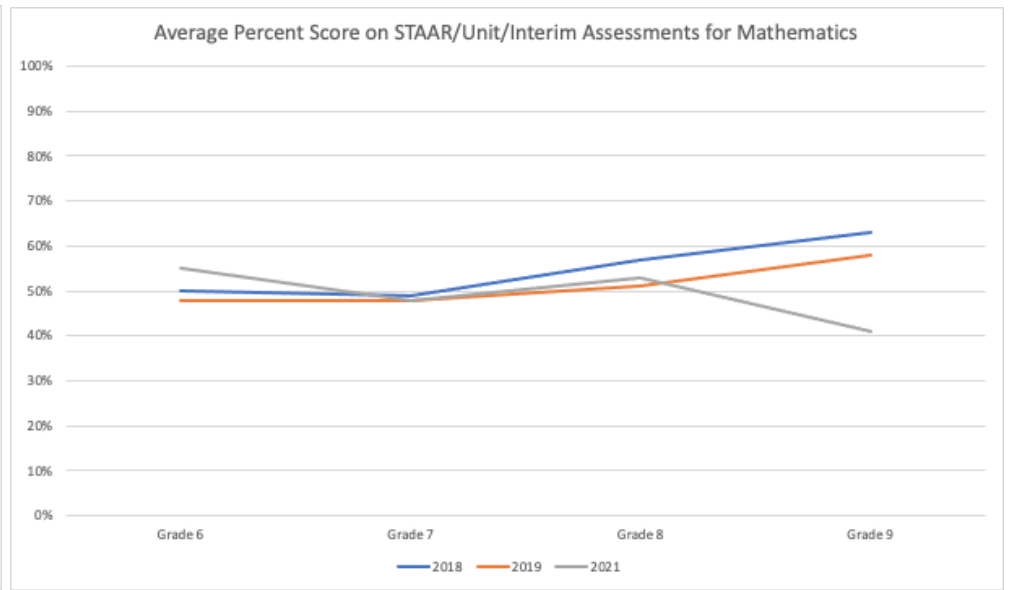
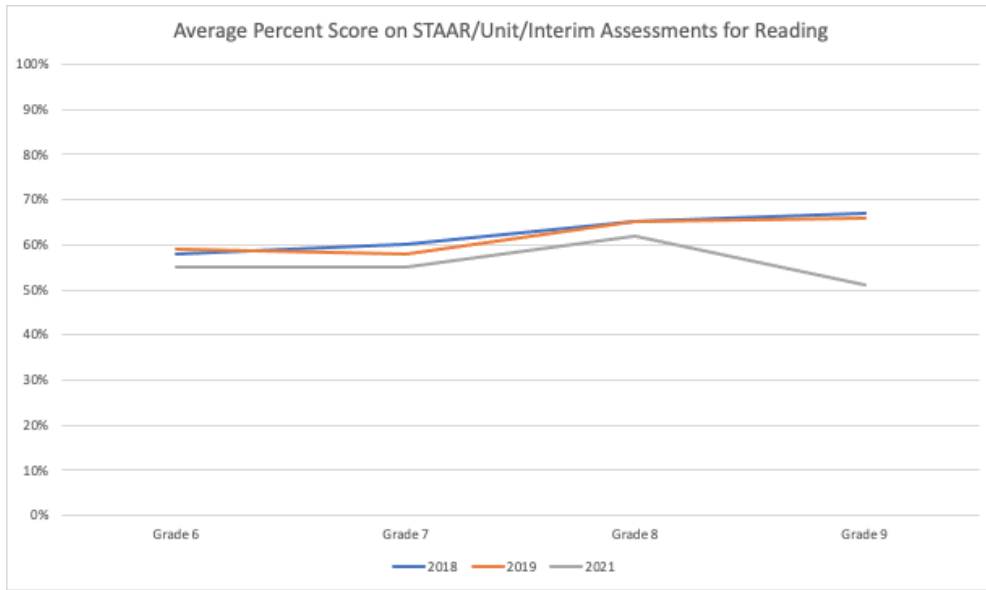


2019 Average STAAR Percent Score
Reading versus Mathematics



2021 Average Unit/Interim Percent Score
Reading versus Mathematics





Average Reading STAAR/Unit/Interim Percent Score Across Cohorts						
	2018	2019	2021			
Grade 3	64%	61%				
Grade 4	61%	62%		(+/-) 2018 to 2019	(+/-) 2019 to 2021	TOTAL NET GAIN/LOSS
Grade 5	69%	66%				
Grade 6	58%	59%	55%	-2%	-7%	-9%
Grade 7	60%	58%	55%	5%	-11%	-6%
Grade 8	65%	65%	62%	-10%	3%	-7%
Grade 9	67%	66%	51%	0%	-7%	-7%

Average Mathematics STAAR/Unit/Interim Percent Score Across Cohorts						
	2018	2019	2021			
Grade 3	65%	63%				
Grade 4	63%	61%		(+/-) 2018 to 2019	(+/-) 2019 to 2021	TOTAL NET GAIN/LOSS
Grade 5	65%	63%				
Grade 6	50%	48%	55%	-4%	-6%	-10%
Grade 7	49%	48%	48%	0%	-15%	-15%
Grade 8	57%	51%	53%	-17%	5%	-12%
Grade 9	63%	58%	41%	-2%	-7%	-9%

College Ready in TSI, ACT, SAT, or College Prep	Cohort Year	Reading	STATE RESULTS	Mathematics	STATE RESULTS
	2018	50.5%	58.20%	31.5%	46.00%
	2019	55.4%	60.70%	32.1%	48.60%
	2020	52.3%		31.3%	
	2021	55.9%		31.3%	



Seguin exceptional students to exceptional citizens
INDEPENDENT SCHOOL DISTRICT

2021-2022 Title I, Part A Plan

In accordance with ESSA §1112, the district plan must describe how the district will address each of the following components:

Component	Requirement	Seguin ISD
Program Coordination	The LEA must coordinate the DIP with other Elementary and Secondary Education Act (ESEA) programs, the Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act of 1973, the Carl D Perkins Career and Technical Education Act of 2006, the Workforce Innovation and Opportunity Act, the Head Start Act, the McKinney-Vento Homeless Assistance Act, the Adult Education and Family Literacy Act, and other Acts as appropriate.	Directors of all programs meet weekly to discuss program activities, progress, evaluation in order to maximize resources and reduce redundancy in programs and activities.
Reviews and Revisions	The LEA shall periodically review and, as necessary, revise the DIP. This must be done at least annually.	The DIP is written/revised with input from the District Instructional Education Committee beginning in the late part of each spring semester. It is sent to the Board for approval in October and evaluated with input from the DEIC four times during the school year.

Component	Requirement	Seguin ISD
Teacher Quality	The DIP shall describe how the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.	All teachers with 0-2 years experience are provided a mentor and additional support throughout the school year. Furthermore, campus administrators tier their teachers to identify those in need of additional assistance and coaching.
Measure of Poverty	The DIP shall include the measure of poverty that will be used to select school attendance areas.	The measure of poverty used to select school attendance areas is collected through income surveys and direct certification from the state.
Nature of Programs	The DIP shall include the nature of the programs to be conducted under Schoolwide and Targeted Assistance programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.	All Title I Campuses in Seguin ISD are Schoolwide campuses. Seguin ISD provides homeless services to all homeless students, including those at non-Title I campuses. Seguin ISD utilizes Title I, D funds to supplement educational services to delinquent children at the Juvenile Detention Center.
Services to Homeless Children and Youth	The DIP shall describe the services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act. (See the Services to Homeless Students section of this Program Guide for additional detailed information).	DIP - Goal 1, Performance Objective 3, Strategies, 2, 3, 4, and 5.
Student Progress Monitoring and Supports	The DIP shall describe how the LEA will ensure that all children receive a high-quality education and close the achievement gap between children meeting the challenging State	DIP- Goal 1- Performance Objective 1- Strategies 3 and 4 Provide instruction that is engaging, relevant, and

Component	Requirement	Seguin ISD
	academic standards and those children who are not meeting such standards.	collaborative to meet the needs of all by developing district expectations for providing timely, meaningful, and action-driven feedback to teachers that focuses on teacher growth and development (1.3.2). Provide instruction that is engaging, relevant, and collaborative to meet the needs of all by engaging in the Collaborative Instructional Review (CIR) process and using the Rigor/Relevance Framework to support rigor, relevance, and learning engagement (1.3.6)
Meeting Academic Needs	The DIP shall also include the following information: How will the LEA... ▪ Develop and implement a well-rounded program of instruction to meet the academic needs of all students? ▪ Identify students who may be at risk for academic failure? ▪ Provide educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards? ▪ Identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning?	DIP- Goal 1- Performance Objective 1- Strategies 3, 15, 24, 25 Provide instruction that is engaging, relevant, and collaborative to meet the needs of all by developing district expectations for providing timely, meaningful, and action-driven feedback to teachers that focuses on teacher growth and development (1.3.2). Provide academic interventions that align to the school day curriculum to ACE students. Strategy 24: Implement COVID Learning Recovery Plan utilizing ESSER II and ESSER III funds Strategy's Expected Result/Impact: Close COVID Learning Gaps, especially in Math and Reading as measured by STAAR performance in 2022. Interventionists will provide academic intervention in math and reading on each elementary campus.

Component	Requirement	Seguin ISD
		Artifacts: District RTI Handbook Grading Policy
Parent and Family Engagement Strategy	The DIP shall include the strategies the LEA will use to implement effective parent and family engagement.	The district invites additional parents on an annual basis to review and revise the Parent and Family Engagement Policy. It is translated into Spanish and posted on the district website under the Required Postings section.
Parent Comments of Disagreement	If the District Improvement Plan is not satisfactory to the parents of participating children, the LEA must submit any parent comments with the ESSA Consolidated Federal Grant Application to the State.	The DEIC provides an opportunity for parents to provide feedback and input into the District Improvement Plan.
Discipline Disproportionality	The DIP shall include how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.	Seguin ISD will provide training and additional support for teachers and administrators regarding diversity and disciplinary practices including resources and suggestions on alternative disciplinary practices (CHAMPS, ACHIEVE, Trust Based Relational Intervention or TBRI, Culturally Relevant Teaching, Restorative Practices, etc)
Other Proposed Use of Funds	The DIP shall include any other information on how the LEA proposes to use funds to meet the purposes of this grant and that the LEA determines appropriate to provide, which may include how the LEA will... • Assist schools in identifying and serving gifted	DIP - Goal 1, Performance Objectives 2&3 Artifacts: GT Website Seguin-isd-library-program-man

Component	Requirement	Seguin ISD
	and talented students; and • Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.	
Middle to High School/High School to Postsecondary Transitions	the DIP shall describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including... ▪ coordination with institutions of higher education, employers, and other local partners; and ▪ increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.	Goal 1- Performance Objective 2- Strategy 1, 3, 5, 7, 8, 10 Increase opportunities for students to practice and show mastery of associated licensure and certification exams in the Career & Technical Education Program. Increase student participation in AVID and Dual Credit through guidance and recruitment programs, coordination of services, and professional development Increase student participation, especially in underrepresented student groups, in Advance Placement (AP) and Advanced courses through recruitment and guidance programs, coordination of services, and professional development Refine Early College High School recruitment plan in accordance with the TEA ECHS Blueprint. Increase the student participation in SAT and TSIA by offering school day testing opportunities. Provide information to middle and high school students about opportunities to graduate college, career, or military ready

Component	Requirement	Seguin ISD
School Improvement Activities	The DIP shall include how the LEA will carry out its School Improvement activities responsibilities if any campuses within the LEA are identified by TEA as Comprehensive Support and Improvement, Targeted Support and Improvement and/or Additional Targeted Support.	SISD will follow all School Improvement activities as outlined by TEA on a year basis. The Director Coordinator of School Improvement (DCSI) will meet with each school principal and leadership team to determine the needs of each campus and create an improvement plan to address the needs. The DCSI, campus principal, and the campus leadership team will meet at least quarterly to monitor the plan and all school improvement activities.