Seguin Independent School District

District Improvement Plan

2025-2026

Mission Statement

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

Vision

Exceptional students to exceptional citizens

Value Statement

Strategic Priority 1: Creating and Supporting Future Ready Students

Strategic Priority 2: Supporting and Valuing Staff

Strategic Priority 3: Developing Relationships with Families and The Community

Strategic Priority 4: Creating a Thriving Learning Community

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Seguin ISD, located in Guadalupe County, serves a diverse and growing student population of approximately 7,290 students in the 2024–2025 school year. Classified as a 5A district, Seguin ISD includes one Pre-Kindergarten campus, seven elementary schools (Grades K–5), two middle schools (Grades 6–8), one comprehensive high school, one Alternative Education Accountability (AEA) campus, one Disciplinary Alternative Education Program (DAEP), and provides educational services to the Guadalupe County Juvenile Detention Center.

Seguin High School is designated as an Early College High School (ECHS) and expanded opportunities through the P-TECH (Pathways in Technology Early College High School) program in 2023–2024, enhancing postsecondary access and workforce readiness.

Student Demographics

The student body in Seguin ISD is composed of the following racial/ethnic distribution (2024–2025 PEIMS data):

71.63% Hispanic
6.56% White
1.33% African American
0.12% Asian
0.7% Two or More Races

Additional student subpopulation data indicates significant instructional and support needs:

71.67% Economically Disadvantaged
59% At Risk
15% Emergent Bilingual/English Learners
18% Students with Disabilities (Special Education)
7.46% Section 504
4.97% Identified with Dyslexia
3% Homeless
0.3% Migrant

Seguin ISD continues to improve student outcomes. The annual dropout rate for Grades 7–12 in 2022–23 was 1.5%, below the state average of 2.0%. The four-year longitudinal graduation rate for the Class of 2023 was 91.5%, exceeding the state rate of 90.3%. The Class of 2022 graduation rate was 88.4%, slightly below the state's 89.7%.

College, Career, and Military Readiness (CCMR) indicators show improvement as well, with 60.3% of 2022–23 graduates meeting CCMR criteria, up from 50.9% in 2021–22.

Staff Demographics and Experience

Seguin ISD's teacher demographics reflect some diversity:

63.6% White
34.1% Hispanic
3.4% African American
25% Male / 75% Female
25% of teachers hold a master's degree

The distribution of teacher experience in 2023–24 is:

9.9% Beginning Teachers
37.1% with 1–5 Years of Experience
18.9% with 6–10 Years
20.2% with 11–20 Years
12.0% with 21–30 Years
1.8% with Over 30 Years

The average years of teaching experience is 9.0, and teachers average 5.7 years within the district. The teacher turnover rate rose slightly to 27.3% in 2023–24, up from 18.1% in 2020–21 and 31.6% in 2022–23, reflecting staffing challenges faced across the state.

Leadership experience also remains relatively early-career:

Principals: 4.3 years average experience; 3.6 years in the district
Assistant Principals: 4.1 years experience; 2.8 years in the district

Teacher Salaries by Years of Experience (2023–24):

Beginning Teachers: $64,081
1–5 Years: $60,477
6–10 Years: $60,590
11–20 Years: $64,787
21–30 Years: $68,618
Over 30 Years: $80,101

Average Salaries by Role (2023–24):

Teachers: $63,062
Professional Support Staff: $73,970
Campus Administration: $91,090
Central Administration: $109,977
Instructional staff make up 60.5% of all district employees.

Teachers by Program Area (2023–24):

Bilingual/ESL: 2.9%
Career & Technical Education: 3.4%
Compensatory Education: 0.4%
Gifted & Talented: 3.4%
Regular Education: 79.1%
Special Education: 8.7%

Community Demographics and Growth Trends

Seguin’s population has increased by 18% since 2010, with projections estimating 40,000 residents by 2030 and 50,000 by 2040. The Seguin Economic Development Corporation reports over 16,000 residential units in the development pipeline, with more than 20 subdivisions currently under construction. This rapid growth will directly impact future student enrollment and facility needs.

Seguin’s cost of living is 1.3% below the Texas average and 6.9% below the national average. The leading industries in the area—manufacturing, education, and healthcare—shape the local economy and workforce development priorities for the district.

Postsecondary Access Expansion

Seguin High School's designation as an Early College High School (ECHS) and the addition of a P-TECH program in 2023–2024 strengthen college and career readiness, providing students with direct access to workforce-aligned credentials and dual credit opportunities.

Diverse and Growing Student Population

The district embraces a richly diverse student body, with over 70% Hispanic enrollment and significant populations of Emergent Bilinguals (15%), students with disabilities (18%), and economically disadvantaged students (71.67%), all of which reinforce the need for culturally responsive and differentiated instruction.

Graduation and Dropout Rates

The four-year graduation rate for the Class of 2023 was 91.5%, exceeding the state average (90.3%). The dropout rate of 1.5% for grades 7–12 is also below the state average (2.0%), reflecting effective student retention efforts.

Improving CCMR Outcomes

College, Career, and Military Readiness (CCMR) rates rose from 50.9% to 60.3%, indicating improved postsecondary readiness among graduates.

Experienced Teacher Workforce

Despite turnover challenges, Seguin ISD has a strong base of instructional experience, with over 53% of teachers having more than 6 years of experience

Community Growth & Economic Vitality

The rapidly growing Seguin community (18% growth since 2010) and a robust economic development pipeline (over 16,000 homes planned) present opportunities for long-term planning and expansion.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Seguin ISD serves a high percentage of economically disadvantaged students (71.67%) and at-risk students (59%).

Problem Statement 2 (Prioritized): The percentage of Emergent Bilingual (EB) students has increased to 15%, yet teacher representation in bilingual/ESL programs dropped from 6.3% to 2.9% from 2022-23 to 2023-24
Root Cause: Competitive hiring market limits recruitment and retention of certified bilingual staff.

Problem Statement 3 (Prioritized): Teacher turnover increased to 27.3% in 2023-24 according to the TAPR report.
Root Cause: High workloads and limited planning/collaboration time, competitive compensation and benefits packages in surrounding districts, limited recognition.

Problem Statement 4 (Prioritized): The district's dropout rate (1.5%) is lower than the state's (2.0%), but the CCMR readiness rate of 60.3% (2022-23) indicates a gap between graduation and postsecondary readiness
Root Cause: Limited exposure to CCMR pathways (e.g., dual credit, IBCs, military prep, CTE endorsements) prior to high school, gaps in coordination between counselors, CTE staff, and instructional teams to ensure all students engage in a CCMR pathway.

Problem Statement 5 (Prioritized): Leadership experience averages remain under five years for principals and assistant principals
Root Cause: Turnover in district leadership, external opportunities, career advancement

Problem Statement 6 (Prioritized): The increase of students receiving specialized services (e.g., Special Education - 18%, Dyslexia - 4.97%, Section 504 - 7.46%) highlights the need for expanded intervention systems and specialized staffing

Student Learning

Student Learning Summary

The Texas Academic Performance Report has information on student achievement and progress on STAAR broken down by subject and grade level, disaggregated by student population. Click here to access the 2023-2024 TAPR report.

Student Learning Strengths

The TSIA testing is gradually increasing.

US History and Biology EOC scores are increasing.

The number of Industry Based Certifications is incrasing

The average SAT score increased from 2021 to 2022.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Performance at the "Meets" and especially "Masters" grade level lags significantly behind the state: 2024 All Subjects Masters Level: 11% vs. State 20% 2024 ELA/Reading Masters Level: 12% vs. State 22% 2024 Math Masters Level: 8% vs. State 17%

Problem Statement 2 (Prioritized): Tier 1 instructional resources lack enrichment opportunities.

Problem Statement 3 (Prioritized): Lack of targeted opportunities for master teachers to share their craft through professional learning.

Problem Statement 4 (Prioritized): Simplifying the framework for aligning asynchronous learning platforms to fill gaps.

Problem Statement 5 (Prioritized):
Emergent Bilingual (EB) students in Seguin ISD consistently perform below all student groups in STAAR performance, particularly in Reading/ELA and Math at the "Meets" and "Masters" levels. 2024 All Subjects Meets Level (EB): 23% vs. 34% district average 2024 ELA/Reading Masters (EB): 8% vs. 12% district avg 2024 Math Masters (EB): 6% vs. 8% district avg

Problem Statement 6 (Prioritized): Students receiving Special Education services demonstrate significantly lower achievement compared to their peers across all tested subjects and performance levels.

District Processes & Programs

District Processes & Programs Summary

Seguin ISD offers the following processes and programs to support our students:

1. Instructional Programs - Seguin ISD offers a variety of instructional programs that address the core of teaching and learning, including Special Education, Bilingual Education/ ESL, and Dual Language, Gifted/Talented, Section 504, Early Childhood, advanced coursework such as AP, Dual Credit, and Early College High School, Career and Technical Education, and credit recovery/alternative education. These programs are intended to address the diverse academic needs of the student population.
2. Multi-Tiered System of Supports (MTSS) - SISD has adopted a MTSS framework that supports academic, behavioral, and social-emotional needs across all student groups.
3. Professional Development - ongoing professional learning is offered on district and campus PD days. Priority areas include blended learning, differentiation, and technology.
4. Student Support Services - Seguin ISD employs school counselors and social workers in addition to contracting with Communities in Schools for additional support.
5. ACE - Seguin ISD offers after school programming in academics and enrichments through the ACE program at all elementary and middle school campuses.
6. Career & Technical Education - CTE Programs are designed to build a stronger set of skills for each student in preparing them for a diverse set of outcomes; ranging from professional post-secondary degrees to career-focused workforce training. The Seguin ISD Career and Technical Education (CTE) Department offers multiple programs and course sequences that provide students coherent and rigorous content leading to a graduation endorsement.
7. McKinney-Vento - ensures educational rights and projections for children experiencing homelessness.

District Processes & Programs Strengths

CCMR has increased significantly in Special Education

Principal and Teachers' years of experience has increased

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Lack of Targeted Support for Elementary-to-Secondary Transition: There is limited evidence of a structured approach to support students as they transition from elementary to secondary school, which may contribute to academic and engagement challenges

Problem Statement 2 (Prioritized): Shortage of Bilingual Teachers: Seguin ISD increased 12% of bilingual & ESL waivers and exemptions, posing a challenge in meeting the instructional and language development needs of Emergent Bilingual students.

Problem Statement 3 (Prioritized): Student Growth Seguin ISD students continue to show evidence of inconsistent growth.

Problem Statement 4 (Prioritized): Despite having counselors, social workers, and a partnership with Communities in Schools, rising student needs in mental health and social-emotional well-being are straining support systems. Wait times for services and caseloads per staff member are concerns raised by school staff.

Perceptions

Perceptions Summary

"Perceptions" in a school district needs assessment typically refer to how various stakeholders (students, staff, parents, and community members) feel about the school environment, culture, and effectiveness. Seguin ISD utilized the Gallup Poll in the fall of 2024 to gather staff, student, and parent/community feedback.

Employee highlights from the 2024 Gallup Poll are:

- Faculty and staff have strong, supportive relationships at work
- But they don't always have what they need to do their jobs well.
- They need more specific, individualized , and timely recognition for the great work that htey do.
- They are asking to be seen and heard - to have a bigger voice in matters related to strategy and decision-making

Key highlights from the Student Engagement Survey Results:

- Students at Seguin ISD are more likely to have a best friend at school than students in many other districts
- By the end of high school, students are more hopeful that they were in 5th grade

Key highlights from the Family Engagement Survey Results:

- Responding families feel most positive about how thy are treated by school leadership and the ways schools focus on strengths and student development
- Data from responding families indicates two specific areas of greatest opportunity: 1. school discipline (school environment) and 2. Flexibility in learning (academic standards).

Perceptions Strengths

Participation in extracurricular activities is highly rated by students and parents.

MBLC has strong employee engagement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 91% of staff feel as though they're not recognized for their contributions at work.

Problem Statement 2 (Prioritized): 87% of staff feel as though their input isn't taken into consideration during the decision-making process.

Problem Statement 3 (Prioritized): 78% of students do not feel safe at school.

Problem Statement 4 (Prioritized): 80% of parents did not provide feedback in the Gallup poll.

Priority Problem Statements

Problem Statement 1: Seguin ISD serves a high percentage of economically disadvantaged students (71.67%) and at-risk students (59%).

Root Cause 1:

Problem Statement 1 Areas: Demographics

Problem Statement 2: The percentage of Emergent Bilingual (EB) students has increased to 15%, yet teacher representation in bilingual/ESL programs dropped from 6.3% to 2.9% from 2022-23 to 2023-24

Root Cause 2: Competitive hiring market limits recruitment and retention of certified bilingual staff.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Teacher turnover increased to 27.3% in 2023-24 according to the TAPR report.

Root Cause 3: High workloads and limited planning/collaboration time, competitive compensation and benefits packages in surrounding districts, limited recognition.

Problem Statement 3 Areas: Demographics

Problem Statement 4: The district's dropout rate (1.5%) is lower than the state's (2.0%), but the CCMR readiness rate of 60.3% (2022-23) indicates a gap between graduation and postsecondary readiness

Root Cause 4: Limited exposure to CCMR pathways (e.g., dual credit, IBCs, military prep, CTE endorsements) prior to high school, gaps in coordination between counselors, CTE staff, and instructional teams to ensure all students engage in a CCMR pathway.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Leadership experience averages remain under five years for principals and assistant principals

Root Cause 5: Turnover in district leadership, external opportunities, career advancement

Problem Statement 5 Areas: Demographics

Problem Statement 6: The increase of students receiving specialized services (e.g., Special Education - 18%, Dyslexia - 4.97%, Section 504 - 7.46%) highlights the need for expanded intervention systems and specialized staffing

Root Cause 6:

Problem Statement 6 Areas: Demographics

Problem Statement 7: Performance at the "Meets" and especially "Masters" grade level lags significantly behind the state: 2024 All Subjects Masters Level: 11% vs. State 20% 2024 ELA/Reading Masters Level: 12% vs. State 22% 2024 Math Masters Level: 8% vs. State 17%

Root Cause 7:

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Tier 1 instructional resources lack enrichment opportunities.

Root Cause 8:

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Lack of targeted opportunities for master teachers to share their craft through professional learning.

Root Cause 9:

Problem Statement 9 Areas: Student Learning

Problem Statement 10: Simplifying the framework for aligning asynchronous learning platforms to fill gaps.

Root Cause 10:

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Emergent Bilingual (EB) students in Seguin ISD consistently perform below all student groups in STAAR performance, particularly in Reading/ELA and Math at the "Meets" and "Masters" levels. 2024 All Subjects Meets Level (EB): 23% vs. 34% district average 2024 ELA/Reading Masters (EB): 8% vs. 12% district avg 2024 Math Masters (EB): 6% vs. 8% district avg

Root Cause 11:

Problem Statement 11 Areas: Student Learning

Problem Statement 12: Students receiving Special Education services demonstrate significantly lower achievement compared to their peers across all tested subjects and performance levels.

Root Cause 12:

Problem Statement 12 Areas: Student Learning

Problem Statement 13: Lack of Targeted Support for Elementary-to-Secondary Transition: There is limited evidence of a structured approach to support students as they transition from elementary to secondary school, which may contribute to academic and engagement challenges

Root Cause 13:

Problem Statement 13 Areas: District Processes & Programs

Problem Statement 14: Shortage of Bilingual Teachers: Seguin ISD increased 12% of bilingual & ESL waivers and exemptions, posing a challenge in meeting the instructional and language development needs of Emergent Bilingual students.

Root Cause 14:

Problem Statement 14 Areas: District Processes & Programs

Problem Statement 15: Student Growth Seguin ISD students continue to show evidence of inconsistent growth.

Root Cause 15:

Problem Statement 15 Areas: District Processes & Programs

Problem Statement 16: Despite having counselors, social workers, and a partnership with Communities in Schools, rising student needs in mental health and social-emotional well-being are straining support systems. Wait times for services and caseloads per staff member are concerns raised by school staff.

Root Cause 16:

Problem Statement 16 Areas: District Processes & Programs

Problem Statement 17: 91% of staff feel as though they're not recognized for their contributions at work.

Root Cause 17:

Problem Statement 17 Areas: Perceptions

Problem Statement 18: 87% of staff feel as though their input isn't taken into consideration during the decision-making process.

Root Cause 18:

Problem Statement 18 Areas: Perceptions

Problem Statement 19: 78% of students do not feel safe at school.

Root Cause 19:

Problem Statement 19 Areas: Perceptions

Problem Statement 20: 80% of parents did not provide feedback in the Gallup poll.

Root Cause 20:

Problem Statement 20 Areas: Perceptions

Goals

Revised/Approved: August 26, 2025

Goal 1: (HB3): Increase the percentage of third grade students who score meets grade level or above on STAAR Reading from 36% to 55% by August 2027.

Performance Objective 1: Increase the percentage of third grade students who score meets grade level or above on STAAR Reading from 37% (data source: Cambium) to 47% by June 2026.

High Priority

HB3 Goal

Evaluation Data Sources: 2025 STAAR Reading data.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Create and oversee a data analysis protocol in PLC enabling campuses to examine past and current data trends. **Strategy's Expected Result/Impact:** This will aid in crafting individualized campus action plans, incorporating professional development, targeted instructional interventions, curriculum alignment, and improving student outcome common formative assessments. **Staff Responsible for Monitoring:** Chief Academic Officer **Results Driven Accountability**	Some Progress	Some Progress	Some Progress	Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement quarterly HQIM-aligned district-created assessments using STAAR-aligned item banks and/or release items . **Strategy's Expected Result/Impact:** HQIM assessments drive data digs to inform instruction. **Staff Responsible for Monitoring:** Chief Academic Officer	Moderate Progress	Considerable	Considerable	Continue/ Modify

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Provide feedback to students aligned to TEA rubric for student written responses during each unit of instruction to increase the writing percentage by 1 point from 2.95 by the end of the year. **Strategy's Expected Result/Impact:** District writing ratings will increase from 2.95% by one point by the end of the year. **Staff Responsible for Monitoring:** RLA Coordinator	Some Progress	Some Progress	Some Progress	Continue/ Modify

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Offer professional learning opportunities for teachers and administrators to deepen their understanding of the implemented curriculum. **Strategy's Expected Result/Impact:** Professional development delivered to teachers and administrators has been successfully implemented on each campus to improve the internalization of the curriculum. **Staff Responsible for Monitoring:** Chief Academic Officer	Some Progress	Moderate Progress	Moderate Progress	Continue/ Modify

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Blended Learning: Provide learning opportunities that are differentiated based on student performance data and that leverage the purposeful integration of educational technology. **Strategy's Expected Result/Impact:** Differentiated and personalized learning based on student data will increase student performance outcomes. **Staff Responsible for Monitoring:** Chief Academic Officer	Some Progress	Some Progress	Some Progress	Continue/ Modify

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Provide learning opportunities at the Irma Lewis Outdoor Learning Center to reinforce implementation of cross-curricular TEKS. **Staff Responsible for Monitoring:** Director of Whole Child Initiatives	Some Progress	Some Progress	Considerable	Continue/ Modify

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7: Using the Estrellita Phonics Program in Kindergarten and 1st Grade to build foundational Spanish literacy skills in phonemic awareness, decoding, and fluency.	Some Progress	Moderate Progress	Moderate Progress	Continue/ Modify

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 1: (HB3): Increase the percentage of third grade students who score meets grade level or above on STAAR Reading from 36% to 55% by August 2027.

Performance Objective 2: Increase the percentage of students achieving Meets Grade Level or above on Grade 3-8 STAAR Reading and English I&II EOC (first-time testers) by 6 percentage points, from 41% to 47% by June 2026.

High Priority

Evaluation Data Sources: 2025 STAAR RLA Data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Social Studies will incorporate reading comprehension and writing strategies into curriculum. **Strategy's Expected Result/Impact:** Students in grades 3-English I and II will show 3 percent growth in achievement on their common formative assessment data scores by January 2025. **Staff Responsible for Monitoring:** Social Studies and RLA Coordinator **Problem Statements:** Student Learning 2 **Funding Sources:** Newsela Subscription for middle school social studies and RLA classes - 429 Interactive Online Learning Grant 2024-26 - $71,684, Professional Learning (including substitutes and extra duty pay) for blended learning for middle school SS and RLA teachers - 429 Interactive Online Learning Grant 2024-26 - $40,000	Some Progress	Moderate Progress	Some Progress	Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students in grades 3 through English I & II will submit one extended constructed response per semester for district rating based on the TEA rubric. **Strategy's Expected Result/Impact:** Students will increase their extended constructed response scores from an average of 2.84 to 3.84 by the end of quarter 3. **Staff Responsible for Monitoring:** RLA Coordinator **Problem Statements:** Student Learning 1	Some Progress	Some Progress	Some Progress	Continue/ Modify

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Blended Learning: Provide learning opportunities that are differentiated based on student performance data and that leverage the purposeful integration of educational technology. **Strategy's Expected Result/Impact:** Differentiated and personalized learning based on student data will increase student performance outcomes. **Staff Responsible for Monitoring:** RLA Coordinator **Problem Statements:** Student Learning 2	Some Progress	Some Progress	Some Progress	Continue/ Modify

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Implement STAAR-aligned common formative assessments using HQIM. **Strategy's Expected Result/Impact:** HQIM assessments drive data digs to inform instruction. **Staff Responsible for Monitoring:** Chief Academic Officer	Some Progress	Moderate Progress	Moderate Progress	Continue/ Modify

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Offer professional learning opportunities for teachers and administrators to deepen their understanding of the implemented curriculum. **Strategy's Expected Result/Impact:** Professional development delivered to teachers and administrators has been successfully implemented on each campus to improve the internalization of the curriculum. **Staff Responsible for Monitoring:** Chief Academic Officer **Problem Statements:** Student Learning 3	Some Progress	Some Progress	Some Progress	Continue/ Modify

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Using Summit K - 12 for Listening, Speaking, Reading & Writing to increase overall TELPAS ratings. **Strategy's Expected Result/Impact:** Improvement in language acquisition for Emergent Bilingual students. **Staff Responsible for Monitoring:** Director of Bilingual Education **Problem Statements:** Student Learning 5	Some Progress	Moderate Progress	Moderate Progress	Continue/ Modify

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7: Provide professional development to special education teachers regarding the provision of specially designed instruction (SDI) in the area of reading to enable students with disabilities to access and participate in the general education curriculum. **Strategy's Expected Result/Impact:** The provision of high quality specially designed instruction will assist students to make progress in the general education curriculum. **Staff Responsible for Monitoring:** Special Education Director **Results Driven Accountability** **Problem Statements:** Student Learning 3, 6	Some Progress	Some Progress	Some Progress	Continue/ Modify

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 8: Provide professional development to special education teachers in the area of reading regarding the provision of unique instructional design and strategies based on student needs. **Strategy's Expected Result/Impact:** High quality instructional curriculum training for special education teachers will align the provision of services for eligible students with the grade level content instruction enhancing student outcomes. **Staff Responsible for Monitoring:** Director of Special Education **Results Driven Accountability** **Problem Statements:** Student Learning 3, 6	Some Progress	Some Progress	Some Progress	Continue/ Modify

Strategy 9 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 9: Provide services and language support to Emergent Bilingual students through the use of Bilingual and ESL paraprofessionals. **Strategy's Expected Result/Impact:** Increase TELPAS and STAAR scores for Emergent Bilingual students. **Staff Responsible for Monitoring:** Director of Multilingual Education **Funding Sources:** - 263 Title III, Part A LEP	Some Progress	Moderate Progress	Moderate Progress	Continue/ Modify

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Performance at the "Meets" and especially "Masters" grade level lags significantly behind the state: 2024 All Subjects Masters Level: 11% vs. State 20% 2024 ELA/Reading Masters Level: 12% vs. State 22% 2024 Math Masters Level: 8% vs. State 17%
Problem Statement 2: Tier 1 instructional resources lack enrichment opportunities.
Problem Statement 3: Lack of targeted opportunities for master teachers to share their craft through professional learning.
Problem Statement 5: Emergent Bilingual (EB) students in Seguin ISD consistently perform below all student groups in STAAR performance, particularly in Reading/ELA and Math at the "Meets" and "Masters" levels. 2024 All Subjects Meets Level (EB): 23% vs. 34% district average 2024 ELA/Reading Masters (EB): 8% vs. 12% district avg 2024 Math Masters (EB): 6% vs. 8% district avg
Problem Statement 6: Students receiving Special Education services demonstrate significantly lower achievement compared to their peers across all tested subjects and performance levels.

Goal 1: (HB3): Increase the percentage of third grade students who score meets grade level or above on STAAR Reading from 36% to 55% by August 2027.

Performance Objective 3: Increase the percentage of students in grades K-2 projected to meet or exceed Proficiency Rate on the Reading Renstar Assessment from 40% (2025) to 48% by May 2026.
(data source: Renstar)

High Priority

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Offer professional learning opportunities for teachers and administrators to deepen their understanding of the implemented curriculum. **Strategy's Expected Result/Impact:** Professional development delivered to teachers and administrators has been successfully implemented on each campus to improve the internalization of the curriculum. **Staff Responsible for Monitoring:** Chief Academic Officer	Some Progress	Moderate Progress	Moderate Progress	Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Using Renaissance data, teachers will provide small group instruction and differentiated stations to increase reading performance. **Strategy's Expected Result/Impact:** Small group and differentiated stations will increase student data on ISIP. **Staff Responsible for Monitoring:** Elementary Education Coordinator	Some Progress	Some Progress	Some Progress	Continue/ Modify

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Increase the percentage of third grade students who score meets grade level or above on STAAR Mathematics from 28% to 52% by August 2027.

Performance Objective 1: Increase the percentage of third-grade students who score meets grade level or above on STAAR Mathematics from 33% to 41% by June 2026.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Utilize the data analysis protocol and student work analysis protocol in Math PLCs to look at past and current trends to support improved student outcomes on common formative assessments. **Strategy's Expected Result/Impact:** This will aid in crafting individualized campus action plans, incorporating professional development, targeted instructional interventions, curriculum alignment, and improving student outcome common formative assessments. **Staff Responsible for Monitoring:** Chief Academic Officer **Results Driven Accountability**	Some Progress	Moderate Progress	Some Progress	Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: HQIM Implementation: Utilize professional learning and support from Carnegie Learning in PLC to internalize and rehearse lessons to support improved student outcomes. **Strategy's Expected Result/Impact:** Provide professional development for teachers focused on effective instructional strategies that align with the curriculum and assessment practices. **Staff Responsible for Monitoring:** Chief Academic Officer	Some Progress	Moderate Progress	Some Progress	Continue/ Modify

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: FLUENCY: Student growth in math fluency through daily instructional practices such as small group instruction, fluency practice, and/or other research-based instructional strategies (RBIS). **Strategy's Expected Result/Impact:** These strategies should positively improve student performance on math fluency resulting in overall improvement in all areas of math. Students will be able to demonstrate a deeper understanding in a variety of mathematical concepts. **Staff Responsible for Monitoring:** Chief Academic Officer	Some Progress	Some Progress	Some Progress	Continue/ Modify

Strategy 4 Details	Reviews			
Strategy 4: Blended Learning: Provide learning opportunities that are differentiated based on student performance data and that leverage the purposeful integration of educational technology. **Strategy's Expected Result/Impact:** Differentiated and personalized learning based on student data will increase student performance outcomes. **Staff Responsible for Monitoring:** Chief Academic Officer	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
	Some Progress	Some Progress	Some Progress	Continue/ Modify

Strategy 5 Details	Reviews			
Strategy 5: Implement STAAR-aligned common formative assessments using HQIM. **Strategy's Expected Result/Impact:** HQIM assessments drive data digs to inform instruction. **Staff Responsible for Monitoring:** Chief Academic Officer	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
	Some Progress	Moderate Progress	Some Progress	Continue/ Modify

Strategy 6 Details	Reviews			
Strategy 6: Provide professional development to special education teachers in the area of mathematics regarding the provision of unique instructional design and strategies based on student needs. **Strategy's Expected Result/Impact:** High quality instructional curriculum training for special education teachers will align the provision of services for eligible students with the grade level content instruction enhancing student outcomes. **Staff Responsible for Monitoring:** Director of Special Education **Results Driven Accountability**	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
	No Progress	No Progress	No Progress	Continue/ Modify

Strategy 7 Details	Reviews			
Strategy 7: Provide learning opportunities at the Irma Lewis Outdoor Learning Center to reinforce implementation of cross-curricular TEKS. **Staff Responsible for Monitoring:** Director of Whole Child Initiatives	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
	Some Progress	Some Progress	Considerable	Continue/ Modify

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: Increase the percentage of third grade students who score meets grade level or above on STAAR Mathematics from 28% to 52% by August 2027.

Performance Objective 2: Increase the percentage of students in grades 3-8 and Algebra I (first time testers) who score meets grade level or above from 25% to 35% by June 2026.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Utilize the data analysis protocol and student work analysis protocol in PLC to look at past and current trends to support improved student outcomes on common formative assessments. **Strategy's Expected Result/Impact:** This will aid in crafting individualized campus action plans, incorporating professional development, targeted instructional interventions, curriculum alignment, and improving student outcome common formative assessments. **Staff Responsible for Monitoring:** Chief Academic Officer **Results Driven Accountability**	Oct	Jan	Mar	May
	Some Progress	Moderate Progress	Moderate Progress	Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: HQIM Implementation: Utilize professional learning and support from Carnegie Learning in K-5 PLC to internalize and rehearse lessons to support improved student outcomes. **Strategy's Expected Result/Impact:** Provide professional development for teachers focused on effective instructional strategies that align with the curriculum and assessment practices. **Staff Responsible for Monitoring:** Chief Academic Officer	Oct	Jan	Mar	May
	Some Progress	Moderate Progress	Moderate Progress	Continue/ Modify

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: HQIM Implementation: Utilize professional learning and support from LASO (Learning Acceleration Support Opportunities) Strong Foundations Implementation Grant (SFI) and Math Supplemental Curriculum Grant (MSC) in Grade 6 - Algebra 1 to internalize and rehearse lessons to support improved student outcomes. **Strategy's Expected Result/Impact:** Provide professional development for teachers focused on effective instructional strategies that align with the curriculum and assessment practices. **Staff Responsible for Monitoring:** Chief Academic Officer	Oct	Jan	Mar	May
	Some Progress	Moderate Progress	Some Progress	Continue/ Modify

Strategy 4 Details	Reviews			
Strategy 4: FLUENCY: Student growth in math fluency through daily instructional practices such as small group instruction, fluency practice, and/or other research-based instructional strategies (RBIS). **Strategy's Expected Result/Impact:** These strategies should positively improve student performance on math fluency resulting in overall improvement in all areas of math. Students will be able to demonstrate a deeper understanding in a variety of mathematical concepts. **Staff Responsible for Monitoring:** Chief Academic Officer	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
	No Progress	Some Progress	Some Progress	Continue/ Modify

Strategy 5 Details	Reviews			
Strategy 5: Blended Learning: Provide learning opportunities that are differentiated based on student performance data and that leverage the purposeful integration of educational technology. **Strategy's Expected Result/Impact:** Differentiated and personalized learning based on student data will increase student performance outcomes. **Staff Responsible for Monitoring:** Chief Academic Officer	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
	Some Progress	Some Progress	Some Progress	Continue/ Modify

Strategy 6 Details	Reviews			
Strategy 6: Implement STAAR-aligned common formative assessments after each unit of instruction using HQIM. **Strategy's Expected Result/Impact:** HQIM assessments drive data digs to inform instruction. **Staff Responsible for Monitoring:** Chief Academic Officer	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
	Some Progress	Moderate Progress	Moderate Progress	Continue/ Modify

Strategy 7 Details	Reviews			
Strategy 7: Provide professional development to special education teachers regarding the implementation of specially designed instruction (SDI) in the area of mathematics to enable students with disabilities to access and participate in the general education curriculum. **Strategy's Expected Result/Impact:** The provision of high quality specially designed instruction will assist students to make progress in the general education curriculum. **Staff Responsible for Monitoring:** Special Education Director, Special Education Coordinator **Results Driven Accountability**	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
	Some Progress	Some Progress	Some Progress	Continue/ Modify

No Progress	Accomplished	Continue/Modify	Discontinue

Goal 2: Increase the percentage of third grade students who score meets grade level or above on STAAR Mathematics from 28% to 52% by August 2027.

Performance Objective 3: Increase the percentage of students in grades K-2 projected to meet or exceed Proficiency Rate on the Math Renstar Assessment from 29% (2025) to 41% by May 2026.
(data source: Renstar)

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Using Renaissance data, teachers will provide small group instruction and differentiated stations to increase math performance. **Strategy's Expected Result/Impact:** Small group instruction and differentiated stations will increase student performance on ISIP. **Staff Responsible for Monitoring:** Math Coordinator	Some Progress	Some Progress	Some Progress	Continue/ Modify

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 3: Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 58.6% to 80% by August 2027.

Performance Objective 1: Increase the percentage of students who are passing the TSI test in Reading from 32% to 42% and the TSI Math from 27% to 32% by June 2026.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement early college and career readiness programs starting from middle school to expose students to various career pathways and academic requirements. **Strategy's Expected Result/Impact:** Improve sequencing and CCMR pathways for graduation	Some Progress	Some Progress	Some Progress	Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Cohort TSIA testing, Summer Bridge Program, Mastery Prep training for teachers to help support students and Progress learning. All Associate seeking students will be enrolled in a TSIA prep course through St. Philip's College.	Moderate Progress	Some Progress	Moderate Progress	Continue/ Modify

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Expand access to dual credit enrollment programs and AP courses to provide students with opportunities to earn college credit and demonstrate readiness for post-secondary education.	Considerable	Considerable	Considerable	Continue/ Modify

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 58.6% to 80% by August 2027.

Performance Objective 2: Increase the percentage of students who earn an IBC certificate and complete their Coherent Sequence of CTE Courses from 26% to 30% by June 2026.

High Priority

Evaluation Data Sources: PEIMS Data Reports
CTE IBC Tracker Data
TEA Accountability Ratings
CCMR Reports
Student Achievement College Career Military Readiness

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Develop test preparation and examination timeline for IBC's in each Program of Study. Provide training to every CTE teacher on POS and IBC attainment for students and set target goals to increase IBC percentage by end of academic school year. **Strategy's Expected Result/Impact:** Increase IBC results by providing students multiple opportunities to be successful and earn IBC credentialing in program of study and increase IBC certifications. **Staff Responsible for Monitoring:** Teachers Administrators CTE Director Counselors	Some Progress	Some Progress	Some Progress	Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide appropriate Professional Development and support to CTE teachers in specific program area to include Certiport, ICEV, G-Metrix, Region 20, Non-Commission IBC, NCCER, AWS, TEA Instructional-Aide, FAA107, Pharmacy Tech, CNA, EKG, Phlebotomy, Autodesk-Fusion260, and TDLR **Strategy's Expected Result/Impact:** Increase opportunities for students to be successful in program of study and earn Industry Based Certification **Staff Responsible for Monitoring:** Teacher Administrator CTE Director Counselors	Some Progress	Some Progress	Some Progress	Continue/ Modify

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Provide professional development and support to High School administrators, counselors, and teachers on CTE Programs of Study and Coherent Sequence of Courses to increase completer status for students as defined by TEA and align POS to TEA guidelines. **Strategy's Expected Result/Impact:** Provide PD from Region 20 and CTE Department on new CTE Programs of Study for the 24-25 school year. Review CCMR accountability data and meet to plan program alignment in CTE areas with specific target increase in concentrator and completer status. **Staff Responsible for Monitoring:** CTE Department Counselors Administrators CTE Director	Some Progress	Some Progress	Some Progress	Continue/ Modify

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Update current CTE technology and provide state of the art computer labs in CTE classrooms to include computers, 3D printers, software, and appropriate hardware in CTE programs **Strategy's Expected Result/Impact:** Direct student impact with use of up to date technology Student improvement in instruction, awareness, IBC results increase **Staff Responsible for Monitoring:** CTE Department IT Department Finance Department	Some Progress	Some Progress	Some Progress	Continue/ Modify

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Create CTE programs of study in middle school to align and support high school CTE programs. Middle school students will have opportunities to obtain high school credit and select their career plan and pathway choices. **Strategy's Expected Result/Impact:** Students in middle school will engage in discovery of the 14 career clusters identified in Texas public schools and select pathways offered at high school. **Staff Responsible for Monitoring:** Counselors Administrators Teachers CTE Departments Counseling Department	Some Progress	Some Progress	Some Progress	Continue/ Modify

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 58.6% to 80% by August 2027.

Performance Objective 3: Increase the percentage of students who take dual credit and AP courses from 25% to 37% by June 2026.

Evaluation Data Sources: PEIMS
On Data Suite
TAPR
CCMR
Students Achievement College Career Military Readiness

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Increase the number of students enrolling in DC and AP course by providing parent informational nights, cohort TSIA testing and flex sessions to aid students in enrolling in dual credit courses. **Strategy's Expected Result/Impact:** Achieve target percentage **Staff Responsible for Monitoring:** ECHS Director	Considerable	Some Progress	Some Progress	Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide information and assistance to students and families regarding financial aid options, scholarships, grants, and other resources to help alleviate financial barriers to post-secondary education and training.	Some Progress	Some Progress	Some Progress	Continue/ Modify

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Expand student enrollment in Dual Credit and AP courses by increasing access to diverse course offerings, programs such as OnRamps courses and CTE Dual Credit pathways through partnerships with institutions of higher learning IHE's **Strategy's Expected Result/Impact:** Increase percentage of students obtaining DC **Staff Responsible for Monitoring:** Administration Teachers CTE Department Counselors	Some Progress	Some Progress	Some Progress	Continue/ Modify

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Seguin ISD will improve student, parent, community and staff satisfaction as determined by the district survey.

Performance Objective 1: Seguin ISD will improve student satisfaction from the fall of 2025 to the fall of 2026 as determined by district survey.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement strategies to facilitate effective transition planning for special education students through coordination with institutions of higher education, employers, and other local partners to increase student access to early college high school, dual or concurrent enrollment opportunities, and/or workforce readiness increasing student graduation rates from 4.2% to 8% or IEP completion rates from 4.8% to 9%. **Strategy's Expected Result/Impact:** Students will gain familiarity with transition opportunities and families beginning to plan for transition goals. **Staff Responsible for Monitoring:** Director of Special Education	Some Progress	Some Progress	Some Progress	Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The ACE program will implement enrichment activities that will foster knowledge and skills that students need to develop healthy identities nad create meaningful relationships. **Strategy's Expected Result/Impact:** Increase student engagement and satisfaction in after school programs. **Staff Responsible for Monitoring:** ACE Director	Some Progress	Moderate Progress	Considerable	Accomplished

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Support utilization and fidelity with Positive Action in grades PreK - 5, and Character Strong in grades 6-12. **Strategy's Expected Result/Impact:** Improved campus climate. **Staff Responsible for Monitoring:** Director of Student Services	Some Progress	Discontinue	Discontinue	Discontinue

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Expand out-of-school activities to include the use of the Irma Lewis Outdoor Learning Center to address well-rounded educational opportunities and whole child initiatives. **Strategy's Expected Result/Impact:** Improved relationships between staff and students **Staff Responsible for Monitoring:** Director of Whole Child Initiatives	Moderate Progress	Moderate Progress	Considerable	Continue/ Modify

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Enhance Adventure School programming for 6th grade students, as a transition support for students entering the middle school community. **Strategy's Expected Result/Impact:** Improve relationships between students and staff in an effort to increase effective and proactive support as students transition to middle school. **Staff Responsible for Monitoring:** Director of Whole Child Initiatives	Accomplished	Accomplished	Accomplished	Accomplished

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Seguin ISD will improve student, parent, community and staff satisfaction as determined by the district survey.

Performance Objective 2: Seguin ISD will improve parent satisfaction from the fall of 2025 to the fall of 2026 as determined by the district survey.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide training to parents of English Learners to support their students' linguistic skills at home. **Strategy's Expected Result/Impact:** Increase in parental involvement **Staff Responsible for Monitoring:** Director of Bilingual Education **Funding Sources:** Supplies for parent engagement - 263 Title III, Part A LEP - $200	Some Progress	Some Progress	Some Progress	Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Maintain opportunities for parent and community engagement through partnerships with organizations such as Texas Parks and Wildlife Department and Texas Outdoor Family. **Strategy's Expected Result/Impact:** Build positive relationships between families and staff. **Staff Responsible for Monitoring:** Director of Whole Child Initiatives	No Progress	No Progress	No Progress	Continue/ Modify

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Seguin ISD will offer a minimum of four non-academic community engagement opportunities for all district stakeholders. **Strategy's Expected Result/Impact:** Build positive relationships between families and staff. **Staff Responsible for Monitoring:** Director of Student Services.	Some Progress	Some Progress	Some Progress	Accomplished

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: The ACE program will offer monthly family events at each participating ACE campus and the district to help families connect and establish a sense of belonging to Seguin ISD. **Strategy's Expected Result/Impact:** Build positive relationships between families and staff. **Staff Responsible for Monitoring:** ACE Director	Moderate Progress	Considerable	Considerable	Accomplished

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Showcase student, staff, campus, and district achievements, milestones, and events through social media outlets. **Strategy's Expected Result/Impact:** Build positive relationships between community and district **Staff Responsible for Monitoring:** Director of Communications	Moderate Progress	Moderate Progress	Considerable	Continue/ Modify

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Nurture relationships with local and regional media to market the district's student-centered programs and initiatives. **Strategy's Expected Result/Impact:** Maximize the district's image within the community, region, and state. **Staff Responsible for Monitoring:** Director of Communications	Some Progress	Moderate Progress	Moderate Progress	Continue/ Modify

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7: Provide equitable services to participating Private Non-Profit (PNP) campuses. **Strategy's Expected Result/Impact:** Funds spent on allowable expenses, spent in a timely manner **Staff Responsible for Monitoring:** Director of State & Federal Accountability	Accomplished	Accomplished	Accomplished	Accomplished

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 4: Seguin ISD will improve student, parent, community and staff satisfaction as determined by the district survey.

Performance Objective 3: Seguin ISD will improve staff satisfaction from the fall of 2025 to the fall of 2026 as determined by the district survey.

Summative Evaluation: Some progress made toward meeting Objective

<table>
<tr><th rowspan="3">Strategy 1 Details</th><th colspan="4">Reviews</th></tr>
<tr><th colspan="3">Formative</th><th>Summative</th></tr>
<tr><th>Oct</th><th>Jan</th><th>Mar</th><th>May</th></tr>
<tr><td>Strategy 1: Increase teacher retention by providing support to new hires with 0-1 year of experience through a robust district mentoring program that includes targeted training to build capacity in mentors.
Strategy's Expected Result/Impact: An increase in the pool of veteran teachers who are trained mentors, and an increase in the retention of teachers new to the profession.
Staff Responsible for Monitoring: New Teacher Support Coordinator

Equity Plan
Problem Statements: Demographics 3</td><td>Some Progress</td><td>Some Progress</td><td>Some Progress</td><td>Continue/ Modify</td></tr>
<tr><th rowspan="3">Strategy 2 Details</th><th colspan="4">Reviews</th></tr>
<tr><th colspan="3">Formative</th><th>Summative</th></tr>
<tr><th>Oct</th><th>Jan</th><th>Mar</th><th>May</th></tr>
<tr><td>Strategy 2: District and campus leaders will continue in leadership development programs to support highly effective campus leaders.
Strategy's Expected Result/Impact: Both district and campus leaders will align their strategic actions and collective efforts to:
prioritize campus instructional and whole child growth and achievement,
employ real-time coaching,
develop a pipeline of talent, and
promote and engage in common actions and language involving High Quality Instructional Materials (HQIM).
Staff Responsible for Monitoring: Director of School Leadership</td><td>Some Progress</td><td>Some Progress</td><td>Some Progress</td><td>Continue/ Modify</td></tr>
<tr><td colspan="5">No Progress   Accomplished   Continue/Modify   Discontinue</td></tr>
</table>

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: Teacher turnover increased to 27.3% in 2023-24 according to the TAPR report. **Root Cause**: High workloads and limited planning/collaboration time, competitive compensation and benefits packages in surrounding districts, limited recognition.

Goal 5: Based on the school performance framework (QSA) campus tiering, 80% or more of SISD students will be enrolled in a campus that is Tier 1 or Tier 2 by August 2027.

Performance Objective 1: Increase the percentage of students enrolled in a Tier 1 or Tier 2 campus from XX% to YY% by June 2026.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The district will continue to implement Behavior Reset Centers as alternatives to disciplinary measures for students and further revise the process to improve BRC functioning on campuse **Strategy's Expected Result/Impact:** Special education students will be in class more often to gain instruction and will result in a reduction of special education students sent to disciplinary placements. **Staff Responsible for Monitoring:** Campus Administration, District Behavior Coordinator **Results Driven Accountability**	Some Progress	Some Progress	Some Progress	Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide transition services and summer enrichment opportunities for at risk youth who are detained at the Juvenile Detention Center **Strategy's Expected Result/Impact:** Reduction in recidivism **Staff Responsible for Monitoring:** Director of Federal Programs **Funding Sources:** - 288 Title I, Part D - $85,000	Some Progress	Moderate Progress	Moderate Progress	Continue/ Modify

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Provide resources and services to address individual needs of students identified as Foster Care, Homeless, Migrant, and Military-Connected students, including transportation, school supplies, emergency clothing, hygiene items, community assistance referrals, and other services. **Strategy's Expected Result/Impact:** To increase identification of Foster Care, Homeless, Migrant, and Military-Connected students, improve attendance, and ensure needed supports are provided for these student groups **Staff Responsible for Monitoring:** Highly Mobile Populations Specialist **Results Driven Accountability**	Some Progress	Moderate Progress	Considerable	Continue/ Modify

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Actively monitor campus and district level truancy and attendance interventions. **Strategy's Expected Result/Impact:** Improve attendance, promotion rates, and graduation rates. Decrease student drop-out rate. **Staff Responsible for Monitoring:** Chief Student Services Officer	Oct	Jan	Mar	May
	Some Progress	Some Progress	Considerable	Continue/Modify

Strategy 5 Details	Reviews			
	Formative			Summative
Strategy 5: Provide Mental Health Supports to students at all campuses to encourage anti-bias, bully prevention, conflict resolution, suicide prevention, and violence prevention. **Strategy's Expected Result/Impact:** Improvement in student mental health. **Staff Responsible for Monitoring:** Director of Student Services	Oct	Jan	Mar	May
	Considerable	Considerable	Considerable	Continue/Modify

Strategy 6 Details	Reviews			
	Formative			Summative
Strategy 6: Provide a comprehensive system of Positive Behavior Intervention Systems (PBIS) at all campuses to encompass behavioral needs at all levels, from Tier 1 supports through special education behavioral programs. **Strategy's Expected Result/Impact:** Reduction in student behavioral issues. **Staff Responsible for Monitoring:** Director of Special Education, Director of Student Services	Oct	Jan	Mar	May
	Moderate Progress	Considerable	Considerable	Continue/Modify

Strategy 7 Details	Reviews			
	Formative			Summative
Strategy 7: Implement proactive measures to address substance abuse, such as increased education and monitoring of known usage areas. **Strategy's Expected Result/Impact:** Decrease substance use and vaping-related occurrences. **Staff Responsible for Monitoring:** Chief Student Services Officer	Oct	Jan	Mar	May
	Some Progress	Some Progress	Some Progress	Continue/Modify

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 8: In collaboration with Student Health Advisory Council (SHAC), implement dating violence and sex trafficking awareness and prevention eduction with all stakeholders. **Strategy's Expected Result/Impact:** To increase awareness and education. **Staff Responsible for Monitoring:** Director of Whole Child	No Progress	No Progress	No Progress	Continue/ Modify

Strategy 9 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 9: Identify students who are at-risk for dropping out of school or who are economically disadvantaged and provide them with supplemental instruction/support and timely interventions. **Strategy's Expected Result/Impact:** Reduce the gap in student performance between the at-risk and non-at-risk student groups and the economically disadvantaged and non-economically disadvantaged student groups. A reduction in the drop out rate. **Staff Responsible for Monitoring:** Director of State & Federal Accountability	Considerable	Accomplished	Accomplished	Accomplished

Strategy 10 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 10: The district will strategically allocate Title I, Part A funds to support administration of the Title I program, equitable services for eligible private school students, and extended learning opportunities through summer school. **Strategy's Expected Result/Impact:** Title I program staff will demonstrate increased capacity in federal program management as evidenced by fewer audit/monitoring findings. **Staff Responsible for Monitoring:** Federal Programs Coordinator **Problem Statements:** Demographics 1 **Funding Sources:** - 211 Title I, Part A - $118,000	Considerable	Accomplished	Accomplished	Accomplished

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Seguin ISD serves a high percentage of economically disadvantaged students (71.67%) and at-risk students (59%).

Goal 5: Based on the school performance framework (QSA) campus tiering, 80% or more of SISD students will be enrolled in a campus that is Tier 1 or Tier 2 by August 2027.

Performance Objective 2: Seguin ISD will improve district attendance by 2% for the 2025-26 school year as determined by the district's ADA state report.

High Priority

Evaluation Data Sources: ADA report (based on collective campus and district reports).

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Student Support Services staff will work with campus administrations and attendance clerks to monitor attendance data on a weekly basis to identify truant and habitually absent students, so that intervention measures can be put in place. **Staff Responsible for Monitoring:** SSS staff and campus administration and attendance clerks.	Considerable	Some Progress	Some Progress	Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Student Support Services will make home visits to students that are chronically absent and provide transportation as needed.	Moderate Progress	Some Progress	Some Progress	Continue/ Modify

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Student Support Services will assist campus administrations with the writing and completion of individual student attendance contracts, including adding the No Attend, No Play clause as well as as other relevant restrictions, so that attendance contracts are specifically tailored to motivate individual students to improve their attendance.	Accomplished	Accomplished	Accomplished	Accomplished

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Incentives through Positive Behavior Interventions and Supports (PBIS) will be implemented at all campuses for students who are attending 90% of the time or more and for those students with improved attendance. **Staff Responsible for Monitoring:** Attendance Clerks, Student Support Services Staff, Administrators, PBIS Committee, PBIS Campus Lead	Some Progress	Moderate Progress	Considerable	Continue/ Modify

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Student Support Services will work directly with the district Communications office so that attendance reminder graphics and promotions are consistently posted on our district social media pages. **Strategy's Expected Result/Impact:** Create an Attendance Matters culture within our community so that families and schools work harder to ensure students attend school with regularity. **Staff Responsible for Monitoring:** SSS and Communications	Some Progress	Some Progress	Some Progress	Continue/ Modify

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Campuses will hold weekly attendance meetings to discuss students that are truant or chronically absent and strategies and interventions to improve attendance. **Staff Responsible for Monitoring:** Attendance Clerks, Administrators, Student Support Services Staff	Considerable	Some Progress	Moderate Progress	Continue/ Modify

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7: Social Workers, Mental Health Counselors, and School Counselors will support attendance by working with students with emotional and mental health barriers that are causing absences on a regular basis from school. **Staff Responsible for Monitoring:** Social Workers, Mental Health Counselors, and School Counselors	Some Progress	Moderate Progress	Moderate Progress	Continue/ Modify

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 8: District Attendance Committee made-up of several stakeholders across campuses and the district. **Strategy's Expected Result/Impact:** Increase buy-in from stakeholders and glean real-time and firsthand attendance feedback from professionals where the rubber meets the road. **Staff Responsible for Monitoring:** SSS staff	Accomplished	Considerable	Moderate Progress	Continue/ Modify

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 5: Based on the school performance framework (QSA) campus tiering, 80% or more of SISD students will be enrolled in a campus that is Tier 1 or Tier 2 by August 2027.

Performance Objective 3: Seguin ISD will realize a 5% drop in discipline infractions recorded in TEAMS across all campuses for the 2025-26 school year.

High Priority

Evaluation Data Sources: Campus specific student offense entries in TEAMS.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Student Support Services will provide direct and on-campus interventions (by experienced personnel in the areas of campus discipline, social work, and mental health) for principals when they report discipline problem areas or individual students that need support. **Strategy's Expected Result/Impact:** Mitigate and manage problem areas and individual students who frequently reoffend. **Staff Responsible for Monitoring:** SSS and campus principals	Some Progress	Some Progress	No Progress	Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Positive Behavior Interventions and Supports (PBIS) teams will meet monthly at all campuses. The PBIS framework will be implemented using Tier 1, Tier 2, and Tier 3 district identified supports for behavior interventions. **Staff Responsible for Monitoring:** PBIS District Lead, PBIS Campus Lead, PBIS Team, Administrators	Moderate Progress	Moderate Progress	Moderate Progress	Continue/ Modify

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Student Support Services will monitor P3 reports, bullying reports, and other student/staff reports on a daily basis to ensure that all allegations of bullying and student code of conduct violations are investigated and resolved as quickly as possible. **Strategy's Expected Result/Impact:** Decrease student bullying and overall discipline infractions, as well as build a healthy campus culture at each school.	Considerable	Considerable	Considerable	Continue/ Modify

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Restorative Practices will be promoted and emphasized to campus administrators as a way to decrease discipline issues through the building of positive relationships and school culture. **Strategy's Expected Result/Impact:** Fewer discipline infractions and better administrator to student relationships. **Staff Responsible for Monitoring:** SSS and campus administration/counselors	Some Progress	Some Progress	Some Progress	Continue/ Modify

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: The district safety coordinator (and other SSS personnel) will visit campuses on a weekly basis to provide support in the areas of behavior threat assessments, Gaggle safety alerts, and overall campus climate and safety to help promote a positive school culture. **Strategy's Expected Result/Impact:** Positive school culture and climate, effective communication. **Staff Responsible for Monitoring:** SSS	Considerable	Considerable	Considerable	Continue/ Modify

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: The SSS court liaison will monitor the juvenile justice county court docket to ensure that all criminal offenses that impact the Seguin ISD student code of conduct are dealt with quickly and accurately. **Strategy's Expected Result/Impact:** Efficient and accurate offense reporting to help prevent future occurrences as well as to provide timely interventions. **Staff Responsible for Monitoring:** SSS staff	Considerable	Some Progress	Some Progress	Continue/ Modify

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7: Reset Rooms will be implemented at all campuses as an intervention for students that need a safe space to co-regulate or self-regulate. **Staff Responsible for Monitoring:** Reset Teachers	Some Progress	Some Progress	Some Progress	Continue/ Modify

No Progress Accomplished Continue/Modify Discontinue

25-26 DEIC

Committee Role	Name	Position
Parent	Caitlin Aguirre	Elem Parent
AdHoc Member	Emily Allen	Exec Director of Communications
Professional Staff	Carla Amescua	Elem Teacher
AdHoc Member	Roberto Arriola	Director of Multilingual Ed
AdHoc Member	Elizabeth Banks	Chief Financial Officer
Professional Staff	Rebecca Bird	Director of Special Education
Professional Staff	Lannette Bone	MS Teacher
Business Representative	Megan Brown	Business
AdHoc Member	Dr. Ruben Carillo	Chief Technology Officer
Professional Staff	Michelle Chalfant	Elem Teacher
Professional Staff	Bianca Duvall	Director of ECH
Professional Staff	Guillermo Garcia	Elem Teacher
Professional Staff	Christa Green	Elem Teacher
Professional Staff	Mary Grise	Elective Teacher
Professional Staff	Christy Holt	Elem Teacher
AdHoc Member	Sergio Jaurrieta	Director of CTE
Professional Staff	Jacqueline johnson	Elem Teacher
Professional Staff	Karen Kaina	Elem Teacher
Professional Staff	Jennifer Key	Elem Teacher
Professional Staff	Robert Kibbe	MS Teacher
Professional Staff	Crystal Knight	HS Teacher
Professional Staff	Addison Kraus	Director of HR
Community	Donna Kubena	Community
Professional Staff	Kambra Larko	Elem Teacher
AdHoc Member	Dr. Jack Lee	Superintendent
Professional Staff	Dawn Lynn	SPED Coordinator
Co-Chair	Monica Lyons	Chief Academic Officer

Committee Role	Name	Position
Parent	Ivana Mannel	Elem Parent
Professional Staff	Kristi Miranda	Director of Accountability
Professional Staff	Elizabeth Moore	Student Services Coordinator
Professional Staff	Sierra Mosher	HS Teacher
Time Keeper	Elizabeth Mulroney	RLA Coordinator
AdHoc Member	Jillian Nash	Director of Community Outreach
Professional Staff	Heather Niles	HS Teacher
AdHoc Member	Jeremy Nueman	Chief of Human Resources
Professional Staff	Emily Prochnow	HS Teacher
Professional Staff	Claudia Puente	Elem Teacher
Professional Staff	Sheila Ramirez	Elem Teacher
Parent	Liz Reyna	HS Parent
Parent	Yesenia Rizo	MS Parent
Professional Staff	Tammy Rudloff	MS Teacher
Professional Staff	Jacob Sagstetter	Elem Teacher
AdHoc Member	Allison Seidenberger	Ace Director
Professional Staff	Belinda Servantes	Elem Teacher
AdHoc Member	Peter Silvius	Director of Whole Child Initiatives
Business Representative	Bryan Spahn	Business
Business Representative	Julie Steele	Business
Professional Staff	Holly Thompson	HS Math
Professional Staff	Shea Vandegriff	Elem Teacher
Parent	Lupita Velazquez	HS Parent
Co-Chair	Justin Villa	State & Federal Programs Coordinator
AdHoc Member	Dr. Kenneth Vogel	Chief of Student Services
Professional Staff	Laura Vrana	Elem Teacher
Community	Chris Winslow	Community
Parent	Jeremy Ware	MS Parent
Professional Staff	Morgan Watson	Elem Teacher
Professional Staff	Max Wimmer	MS Teacher

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

District Funding Summary

211 Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	1	10			$118,000.00
				Sub-Total	$118,000.00
				Budgeted Fund Source Amount	$1,867,438.00
				+/- Difference	$1,749,438.00

211 Title I Parental Involvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$22,781.00
				+/- Difference	$22,781.00

288 Title I, Part D					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	1	2			$85,000.00
				Sub-Total	$85,000.00
				Budgeted Fund Source Amount	$102,578.00
				+/- Difference	$17,578.00

244 CTE Perkins					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

255 Title II, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00

255 Title II, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$262,373.00
				+/- Difference	$262,373.00

263 Title III, Part A LEP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	9			$0.00
4	2	1	Supplies for parent engagement		$200.00
				Sub-Total	$200.00
				Budgeted Fund Source Amount	$95,437.00
				+/- Difference	$95,237.00

206 - TEHCY (Homeless)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

289 Title IV, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$148,267.00
				+/- Difference	$148,267.00

429 Interactive Online Learning Grant 2024-26					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Newsela Subscription for middle school social studies and RLA classes		$71,684.00
1	2	1	Professional Learning (including substitutes and extra duty pay) for blended learning for middle school SS and RLA teachers		$40,000.00
				Sub-Total	$111,684.00
				Budgeted Fund Source Amount	$300,000.00
				+/- Difference	$188,316.00

263 Title III, Part A Immigrant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$12,766.00
				+/- Difference	$12,766.00
				Grand Total Budgeted	$2,811,640.00
				Grand Total Spent	$314,884.00
				+/- Difference	$2,496,756.00