

Seguin ISD Strategic Plan 2025



Seguin ISD Vision: Exceptional students to exceptional citizens.

Seguin ISD Mission: To cultivate, inspire and empower students to grow and learn.

Seguin ISD Goals:

1. (HB3) Increase the percentage of third grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 40% to 54% by August 2025.
2. (HB3) Increase the percentage of third grade students who score meets grade level or above on STAAR Mathematics from 35% to 49% by August 2025.
3. (HB3) Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 39% to 73% by August 2025.
4. Seguin ISD will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.
5. Seguin ISD will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).
6. Seguin ISD will improve student, staff, parent, and community perception as determined by the Net Promoter score.
7. (SGS Goal) 80% or more of SISD students will be enrolled in a campus that is rated A or B by August 2025.

Seguin ISD Goals + Performance Objectives At-A-Glance

Seguin ISD Strategic Goals <i>Long-term measures to achieve strategic priorities.</i>	Performance Objectives <i>Short-term measures to achieve strategic goals.</i>
<p>Goal #1 (HB3): Increase the percentage of third grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 40% to 54% by August 2025.</p>	<p>1.1: By the end of the 2023-2024 school year, Reading performance on STAAR Meets in grades 3-10 will improve from 33% to 48%.</p> <p>1.2: By the end of the 2023-2024 school year, the percentage of students who perform on grade level in ISIP Reading K-2 will improve from 37% to 60%.</p>
<p>Goal #2 (HB3): Increase the percentage of third grade students who score meets grade level or above on STAAR Mathematics from 35% to 49% by August 2025.</p>	<p>2.1: By the end of the 2023-2024 school year, Math performance on STAAR Meets in grades 3-9 will improve from 26% to 36%.</p> <p>2.2: By the end of the 2023- 2024 school year, the percentage of students who perform on grade level in Imagine Math K-2 will increase from 20% to 50%.</p>
<p>Goal #3 (HB3): Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 39% to 73% by August 2025.</p>	<p>3.1 By August 2025, the percentage of students who meet TSI/SAT/ACT criteria in ELAR and MATH will improve from 28% to 43%.</p> <p>3.1a By August 2025, the percentage of students who are taking the SAT or ACT will improve from 45% to 76%</p> <p>3.2 By August 2025, the percentage of students who earn at least 3 hrs of dual credit in ELAR or MATH OR earn at least 9 dual credit course credits in any other subject will improve from 27% to 47%.</p> <p>3.3 By August 2025, the percentage of students who earn an industry based certification will improve from 1.5% to 20%.</p>
<p>Goal #4: Seguin ISD will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.</p>	<p>4.1: By the end of the 2023-2024 school year, the percentage of grade 6-12 students participating in at least one co-curricular and/or extracurricular activity will improve from 25% to 50%.</p> <p>4.2: By the end of the 2023- 2024 school year, the percentage of grade 6-12 students who self-report having an overall positive student experience will be over 50%.</p> <p>4.3: By the end of the 2023-2024 school year, 100% of students and families will engage in annual "pathways to an exceptional future" planning.</p> <p>4.4: By May 2025, the Panorama Student Survey SEL Score (Emotion Regulation, Grit, Social Awareness) in grades 3-12 will improve to 85% at or above the national norm.</p> <p>4.4a: By May 2025, SELweb district level overall assessment score in grades K-5 will improve to 85% at or above national average.</p> <p>4.5: By June 2023, SISD will offer a minimum of five non-academic community engagement opportunities for all district stakeholders.</p>

	<p>4.6: By the 2023–2024 school year, all SISD campuses will implement student experiences that honor Whole Child learning.</p> <p>4.7: By June 2023, SISD will increase training opportunities related to supporting whole child learning through purposeful diversity, equity and inclusion professional learning for district staff and community members.</p> <p>4.8: By the end of the 2022–2023 school year, Seguin ISD will increase attendance from 92.65% to 93.0%.</p> <p>4.9: By the end of the 2022–2023 school year, Seguin ISD will decrease out of class placements (Suspension/DAEP) by 10%.</p> <p>4.10: Create flexible and adaptable learning spaces that ensure safety and security in an innovative environment that supports teaching and learning.</p> <p>4.11: By 2024, create new facilities evaluations to better track safety, appearance, and cleanliness.</p> <p>4.12: Provide equitable access to learning spaces that support fine arts, academics, college/career readiness and personal wellness for all students</p>
<p>Goal #5: Seguin ISD will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).</p>	<p>5.1: By Spring of 2023, Campus staff surveys will show an above average organizational health index score for all Seguin ISD campuses.</p> <p>5.2: By Spring of 2023, each campus's Academic Emphasis index will show that their teachers very frequently believe that their students have the ability to achieve academically.</p> <p>5.3: By Spring of 2023, teacher turnover will decrease by 10% across the district.</p>
<p>Goal #6: Seguin ISD will improve student, staff, parent, and community perception as determined by the Net Promoter score.</p>	<p>6.1 By Spring 2023, SISD will increase the number of parents who are involved in parent groups on campuses from 11% to 25% as measured by the Panorama survey.</p> <p>6.2 By Fall 2023, SISD will improve the district's image as measured by Net Promoter score in Vision Week survey data.</p> <p>6.3 By Spring 2023, SISD will increase the percentage of parents by 10% who indicate that school communication for involvement opportunities is favorable as measured by the Panorama survey.</p>
<p>Goal #7 (SGS Goal): 80% or more of SISD students will be enrolled in a campus that is rated A or B by August 2025.</p>	<p>7.1: By August 2023, SISD will not have any "D or F" rated schools.</p> <p>7.2: By August 2023, SISD will increase the number of schools rated "A or B" from three to five.</p> <p>7.3: By August 2023, all SISD campuses will score a C or better in Domain 2 (School Progress Domain).</p>

Seguin ISD Strategic Plan 2025

Strategic Priority 1: Creating and Supporting Future Ready Students

Strategic Goals:

- Goal #1 (HB3): Increase the percentage of third grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 40% to 54% by August 2025.
- Goal #2 (HB3): Increase the percentage of third grade students who score meets grade level or above on STAAR Mathematics from 35% to 49% by August 2025.
- Goal #3 (HB3): Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 39% to 73% by August 2025.
- Goal #4: Seguin ISD will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.
- Goal #7 (SGS Goal): 80% or more of SISD students will be enrolled in a campus that is rated A or B by August 2025.

Performance Objectives:

- 1.1: By the end of the 2023-2024 school year, Reading performance on STAAR Meets in grades 3-10 will improve from 33% to 48%.
- 1.2: By the end of the 2023-2024 school year, the percentage of students who perform on grade level in ISIP Reading K-2 will improve from 37% to 60%.
- 2.1: By the end of the 2023-2024 school year, Math performance on STAAR Meets in grades 3-9 will improve from 26% to 36%.
- 2.2: By the end of the 2023-2024 school year, the percentage of students who perform on grade level in Imagine Math K-2 will increase from 20% to 50%.
- 3.1: By August 2025, the percentage of students who meets TSI/SAT/ACT criteria in ELAR and MATH will improve from 28% to 43%.
- 3.1a: By August 2025, the percentage of students who are taking the SAT or ACT will improve from 45% to 76%
- 3.2: By August 2025, the percentage of students who earns at least 3 hrs of dual credit in ELAR or MATH OR earns at least 9 dual credit course credits in any other subject will improve from 27% to 47%.
- 3.3: By August 2025, the percentage of students who earn an industry based certification will improve from 1.5% to 20%.
- 4.1: By the end of the 2023-2024 school year, the percentage of grade 6-12 students participating in at least one co-curricular and/or extracurricular activity will improve from 25% to 50%.
- 4.2: By the end of the 2023-2024 school year, the percentage of grade 6-12 students who self-report having an overall positive student experience will be over 50%.
- 4.3: By the end of the 2023-2024 school year, 100% of students and families will engage in annual "pathways to an exceptional future" planning.
- 7.1: By August 2023, SISD will not have any "D or F" rated schools.
- 7.2: By August 2023, SISD will increase the number of schools rated "A or B" from three to five.
- 7.3: By August 2023, all SISD campuses will score a C or better in Domain 2 (School Progress Domain).

Equitable Student Experiences Task Force Members: Mark Cantu (Chair), Halcy Dean, Allison Pape, Cindy Lasseter, Craig Dailey, Rachel Bloxham, Stephanie Hill, Jonathan Martinez, Timothy Cantu, Lesli Mahaffey, Amanda Pond
Focus Findings/Beliefs: 1.1

College, Career, Military Readiness Task Force Members: AnnaLisa Vargas (Co-Chair), Rick Bough (Co-Chair), Kristi Miranda, M'Liss Haas, Ryan Randolph, Emilie Rohde, Bianca Duvall, Imelda Brena, Denise Crettenden, Samantha Gallegos, Erica McMillan
Focus Findings/Beliefs: 1.2

Rigorous and Relevant Curriculum in a Blended Learning Model Task Force Members: Andrea Jaramillo (Co-Chair), Steve Gonzalez (Co-Chair), Kathy Kober, Chanda Bloch, Marcos Manrique, Allie Higginbotham, Debbie Magin, Amanda Santos, JoAnn Holliday, Amanda Hardwick, Monica Franco, Jenifer Wells
Focus Findings: 1.3 - 1.4

SISD Findings/Beliefs	SISD Directions	Strategic Actions <i>(Aligns to above performance objectives)</i>	Person(s) Responsible	Implementation Timeline	ESF Lever
<p>1.1 We believe a student's sense of belonging is critical to their overall well-being.</p>	<p>Provide a variety of equitable opportunities for all students to explore and find their passions at all levels; including, but not limited to, dual language, special education, and students at risk.</p> <p>Expand opportunities to build relationships between students and all Seguin ISD stakeholders</p> <p>Increase awareness of social, emotional, and academic needs of all students.</p> <p>Develop transition programs specific to PK to K; 5th to 6th; and 8th to 9th grades to encourage inclusion in campus specific experiences.</p>	<p>4.1.1: Ensure clear communication to parents and students about available co-curricular and extracurricular activities PK-12.</p> <p>4.1.2: Develop campus calendars that promote co-curricular and extracurricular activities/events for all students throughout the school year.</p> <p>4.1.3: Identify possible barriers to why students do not participate in co-curricular and extracurricular activities. Include opportunities for student feedback.</p> <p>4.1.4: Develop academic expectation policies to ensure students maintain certain academic standards.</p> <p>4.1.5: Promote opportunities for teachers to sponsor campus clubs and organizations.</p> <p>4.2.1: Identify students who reported that they do not have a positive school experience.</p> <p>4.2.2: Identify factors that lead students to having an overall positive school experience.</p> <p>4.2.3: Increase opportunities for students to engage in positive interactions with staff members and peers, including opportunities outside of the classroom.</p> <p>4.3.1: Identify Seguin ISD's pathways to an exceptional future.</p> <p>4.3.2: Identify existing programming, PK-12, that aligns to pathways.</p> <p>4.3.3: Identify and connect all students to pathways based on their interest(s), taking into consideration students' unique</p>	<p>Athletic Director, Director of Fine Arts, Director of ACE Grant</p> <p>Campus principals, Director of School Leadership, Deputy Chief of Innovation + Learning</p> <p>Athletic Director, Director of Fine Arts, Director of ACE Grant</p> <p>Chief Innovation Officer, Director of School Leadership</p> <p>Campus principals, Director of Whole Child Initiatives</p> <p>Director of Student Services, Director of Whole Child Initiatives</p> <p>Campus principals, Director of ACE Grant</p> <p>Chief Innovation Officer, Deputy Chief of Innovation + Learning, CCMR Director</p> <p>Above team + Chief Student Services Officer, Campus counselors</p>	<p>Fall 2023</p> <p>Fall 2023</p> <p>Fall 2023</p> <p>Fall 2023</p> <p>Fall 2023</p> <p>Spring 2023</p> <p>Spring 2023</p> <p>Spring 2023</p> <p>Fall 2022</p> <p>Fall 2022</p> <p>Fall 2022</p>	<p>Level 3: Positive School Culture - Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management systems, proactive and responsive student support services, and involved families and community.</p> <p>District Commitments: District policies and practices align with and promote positive school culture.</p>

		<p>circumstances and backgrounds.</p> <p>4.3.4: Develop district-wide plan for student goal setting practices, focusing on life goals (vs. academic goals)</p> <p>4.3.5: Develop resources accessible to all stakeholders to support students connecting district pathways to high school graduation and beyond.</p> <p>4.3.6: Develop a "Portrait of a Matador" or graduate aims, to include student attributes, for each campus.</p>	<p>Director of Student Services, Director of Whole Child Initiatives</p> <p>Chief Innovation Officer, Chief Communications Officer, Campus principals</p> <p>Chief Innovation Officer, Campus principals</p>	<p>Fall 2022</p> <p>Spring 2023</p> <p>Fall 2023</p>	
<p>1.2 We believe building confident students prepares them for a successful future of their choice.</p>	<p>Provide education and training in high demand, competitive wage careers that support college, career and military readiness.</p> <p>Provide work-based learning opportunities to explore careers and apply knowledge.</p> <p>Develop foundational professional skills such as leadership, communication, listening, teamwork, problem solving, and critical thinking.</p> <p>Foster self-reliance that builds confidence to empower students to think bold, think big and strengthen their work ethic.</p>	<p>3.1.1: Purposeful TSIA Intervention & Support at the high school</p> <p>3.1.2: Ensure that SpEd students receive the same CCMR support and resources as Gen ed students.</p> <p>3.1.3: Mandatory TSIA prep in between testing sessions</p> <p>3.1.4: Incorporate CCMR/TSIA Prep at MS as part of Redesign</p> <p>3.1.5: Provide teacher training on overview, value, and content involved with TSIA</p> <p>3.1.6: Increase enrollment in College Prep Class</p> <p>3.1.7: Increase school-day PSAT & SAT participation</p> <p>3.1.8: Provide ACT school-day testing opportunity</p> <p>3.1.9: Provide PSAT, SAT & ACT Test Prep</p> <p>3.1.10: Develop a CCMR Handbook/Website</p> <p>3.1.11: Partner with Texas State University to</p>	<p>CCMR Director</p> <p>CCMR Director, Director of Special Education</p> <p>CCMR Director</p>	<p>Fall 2022</p> <p>Fall 2022</p> <p>Fall 2022</p> <p>Fall 2023</p> <p>Spring 2023</p> <p>Spring 2023</p> <p>Fall 2022</p> <p>Fall 2022</p> <p>Fall 2022</p> <p>Fall 2023</p> <p>Fall 2022</p>	<p>Lever 5: Effective Instruction - Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students.</p> <p>District Commitments: The district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback).</p> <p>The district provides schools with access to</p>

		<p>provide college-prep support to 6-12 students.</p> <p>3.2.1: Provide Dual Credit enrollment support & ongoing Advising and check-ins with a strong student support system</p> <p>3.2.2: The student support system will include "CCMR Camps or Sessions" for DC/ECHS/PTECH students</p> <p>3.2.3: Develop a position that is funded 50% by SISD & 50% by Alamo Colleges for the purpose of ensuring successful student dual credit outcomes</p> <p>3.3.1: Teacher incentives for successful student outcomes</p> <p>3.3.2: Invest in HQIM for these certification pathways</p> <p>3.3.3: Train teachers regarding CTE pathways and certifications</p>	<p>CCMR Director, Campus counselors</p> <p>CCMR Director</p> <p>CCMR Director</p> <p>CTE Director</p> <p>CTE Director</p> <p>CTE Director</p>	<p>Spring 2023</p> <p>Spring 2023</p> <p>Spring 2023</p> <p>Fall 2023</p> <p>Fall 2023</p> <p>Spring 2023</p>	<p>student academic, behavioral, and on-track to graduate data (present and historical).</p>
<p>1.3 We believe every student should have access to, and engage with, culturally relevant and rigorous curriculum and instruction.</p>	<p>Craft a rigorous curriculum that engages and empowers students and fosters a love for learning.</p> <p>Provide challenging learning experiences that provide encouragement and support for success.</p> <p>Provide autonomy in planning for teachers through the fidelity of Professional Learning Communities to plan for the success of all students.</p>	<p>7.1.1. Define Blended Learning for Seguin ISD by providing explicit clarity in language and roles of stakeholders</p> <p>7.1.2. Ongoing PD and support for teachers and paras, students, and parents. Modeling the strategies that teachers and paras will use in the classroom.</p> <p>7.1.3. Create a blended learning campus task force that involves all populations in the conversation such as dual language, SPED, 504, GT, etc.</p> <p>7.1.4. Develop a dynamic lesson plan template that includes online and offline components of blended learning with input from all stakeholders</p>	<p>Deputy Chief of Innovation + Learning, Chief Technology Officer</p> <p>Deputy Chief of Innovation + Learning, Chief Technology Officer</p> <p>Deputy Chief of Innovation + Learning, Chief Technology Officer</p> <p>Deputy Chief of Innovation + Learning, Chief Technology Officer</p>	<p>Spring 2023</p> <p>Fall 2022</p> <p>Fall 2022</p> <p>Fall 2022</p>	<p>Lever 5: Effective Instruction - Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students.</p> <p>District Commitments: District policies and practices support effective instruction in schools.</p>

<p>1.4 We believe empowering students with transformative competencies and advantages will create self-sufficient, productive, and healthy citizens.</p>	<p>Provide mental health resources and support at every campus. Teach students how to communicate with respectful discourse by providing opportunities for engagement that is embedded within the learning.</p> <p>Provide opportunities for students to apply creative principles to problems using advanced technologies.</p> <p>Provide leadership opportunities for students to learn how to be tenacious in their pursuit to become exceptional citizens.</p>	<p>7.1.5. Launch Blended Learning minipilots.</p> <p>7.1.6. Ensure all students have access to up-to-date and relevant instructional materials.</p> <p>7.1.7. Increase AP awareness through parent nights and increase student preparedness through in-class test prep.</p>	<p>Deputy Chief of Innovation + Learning, Chief Technology Officer</p> <p>CCMR Director, Director of School Leadership</p>	<p>Spring 2023</p> <p>Fall 2023</p> <p>Spring 2023</p>	<p>Lever 4: High Quality Instructional Materials and Assessments - All students engage daily with TEKS-aligned, high-quality instructional materials, and assessments that support learning at appropriate levels of rigor.</p> <p>District Commitments: District policies support the effective use of standards-aligned, high quality instructional materials and assessments.</p>
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Strategic Priority 2: Supporting and Valuing Staff

Strategic Goal:

Goal #5: Seguin ISD will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).

Performance Objectives:

5.1: By Spring of 2023, campus staff surveys will show an above average organizational health index score for all Seguin ISD campuses.

5.2: By Spring of 2023, each campus' Academic Emphasis index will show that their teachers very frequently believe that their students have the ability to achieve academically.

5.3: By Spring of 2023, teacher turnover will decrease by 10% across the district.

Human Resources/Staff Culture Task Force Members: Cindy Moreno (Chair), Danica Murillo, Linda Guzman, Jason Schmidt, Saray Dominguez, Lisa Weir, Reyetos Valdez, Tatum Braune, Patricia Garcia, Amy Graeber

Focus Finding: 2.1

SISD Findings/Beliefs	SISD Directions	Strategic Actions <i>(Aligns to above performance objectives)</i>	Person(s) Responsible	Implementation Timeline	ESF Lever
2.1 We believe investing in the well-being of staff is critical to creating a culture of success for all.	Create a climate where staff voice is valued.	5.1.1. Embed team building opportunities specific to campus need during the school day.	Campus Administrators	Fall 2022	Lever 1: Strong School Leadership and Planning Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance. District Commitments: The district policies and practices prioritize principal and principal supervisor instructional leadership (e.g. manageable span of control, time dedicated to instructional practices). Lever 2: Strategic
	Foster a culture where staff is engaged in meaningful work.	5.1.2. Administer short and specific surveys twice yearly for staff feedback.	Chief Human Resources Officer	Fall 2022	
	Provide systems of support, value, and growth where teachers thrive and therefore, choose to stay in the profession and in the district.	5.1.3. Every campus will send a representative to be a part of the district TCC.	Campus Administrators	Fall 2022	
		5.1.4. District SGS work will focus on Talent Pipeline development.	Chief Human Resources Officer/Chief Innovation Officer	Spring 2023	
		5.2.1. Every teacher PK-12 will be a part of a weekly campus/departmental PLC	Chief Human Resources Officer/Chief Innovation Officer	Fall 2022	
		5.2.2. Every teacher PK-12 will be a part of a SUPER PLC or Faculty Meeting every month as part of job embedded PL/training.	Chief Human Resources Officer/Chief Innovation Officer	Fall 2022	
		5.3.1. Every new teacher with less than 2 years of experience will be given a mentor, for the first two years of employment.	Director of PL	Fall 2022	

		<p>5.3.2. Critical areas will be provided a stipend for recruitment and retention.</p> <p>5.3.3. Establish pathways/pipelines for teachers to expand their professional learning.</p> <p>5.3.4. Establish competitive salaries and benefit packages for teachers and staff.</p> <p>5.3.5. Explore Whole Child Support opportunities during established PLCs.</p>	<p>Chief Human Resources Officer</p> <p>Chief Human Resources Officer, Chief Innovation Officer</p> <p>Chief Human Resources Officer</p> <p>Director of Whole Child, Director of PL</p>	<p>Fall 2022</p> <p>Spring 2023</p> <p>Spring 2023</p> <p>Fall 2022</p>	<p>Staffing - Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning and inducting teachers so that all students have access to high-quality educators.</p> <p>District Commitments: The district provides incentives for the strongest teachers to work in the lowest-performing schools.</p> <p>The district effectively recruits adequate numbers of qualified candidates.</p> <p>District policies and practices ensure that campuses have effective, well-supported teachers.</p>
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Strategic Priority 3: Developing Relationships with Families and The Community

Strategic Goals:

Goal #6: Seguin ISD will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objectives:

- 6.1: By Spring 2023, SISD will increase the number of parents who are involved in parent groups on campuses from 11% to 25% as measured by the Panorama survey.
- 6.2: By Fall 2023, SISD will improve the district's image as measured by Net Promoter score in Vision Week survey data.
- 6.3: By Spring 2023, SISD will increase the percentage of parents by 10% who indicate that school communication for involvement opportunities is favorable as measured by the Panorama survey.

Community Engagement Task Force Members: Sean Hoffmann (Chair), Cindy Borden, Blanca Regalado, Kelly Follis, Elaine Bennett, Krista Moreno, Harrison Dean, Kat Tondre, Linda Duncan, Kirsten Legore
Focus Findings: 3.1 - 3.3

SISD Findings/Beliefs	SISD Directions	Strategic Actions <i>(Aligns to above performance objectives)</i>	Person(s) Responsible	Implementation Timeline	ESF Lever
3.1 We believe all stakeholders achieve their highest potential through quality relationships and effective communication.	Provide intentional time, support and resources to foster and develop quality relationships.	6.1.1 Create strategic and meaningful family- and parent-friendly campus activities.	Principals & Campus Administrators	Fall 2022	Lever 3: Positive School Culture - Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management systems, proactive and responsive student support services, and involved families and community. District Commitments: The district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures).
	Employ methods of communication that promote inclusion of various students, staff, and community members.	6.1.2 Develop a district-wide parent involvement team to plan innovative parent/family activities.	SLT	Fall 2023	
Develop and implement a comprehensive program to evaluate stakeholder relationships, communication and outcomes.	6.1.3 Increase opportunities to offer parental involvement partnerships to include professional learning.	SLT/Community Engagement Director	Fall 2022		
	6.2.1 Showcase student, staff, campus and district achievements through ever-evolving social media outlets.	Chief Communications Officer	Fall 2022		
	6.2.2 Provide training and resources to frontline employees with a focus on a customer first, service based mindset.	SLT/Chief Human Resources Officer	Fall 2023		
	6.2.3 Nurture relationships with local and regional media to market SISD's student-centered programs and initiatives.	Chief Communications Officer	Fall 2022		
3.2 We believe establishing shared	Develop connections between student	6.3.1 Publicize the various communication		Fall 2022	

<p>community ownership will enhance our student's learning experience.</p>	<p>organizations and clubs and related community organizations or individuals at all student levels.</p> <p>Develop community outreach strategies.</p> <p>Create SISD leadership cohorts, composed of community members, staff and students that will introduce the challenges to advancing excellence in education, in order to facilitate the sharing of ideas and perspectives.</p> <p>Increase collaboration with local industries and businesses to build a skilled workforce.</p>	<p>platforms that are utilized by campuses and the district to share information.</p> <p>6.3.2 Survey stakeholders to gauge preferred methods of receiving notifications and news.</p>	<p>Chief Communications Officer</p> <p>Chief Communications Officer</p>	<p>Fall 2023</p>	<p>The district provides campuses with access to external student support services.</p> <p>District policies and practices align with and promote positive school culture.</p>
<p>3.3 We believe cultivating a positive mindset in all Seguin ISD stakeholders will create a destination district where everyone belongs.</p>	<p>Establish competitive academic and extracurricular programs to attract students and families.</p> <p>Celebrate achievements to create a sense of community pride.</p> <p>Promote Seguin ISD's image through branding that inspires.</p>				

Strategic Priority 4: Creating a Thriving Learning Community

Strategic Goals:

Goal #4: Seguin ISD will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objectives:

- 4.4: By May 2025, the Panorama Student Survey SEL Score (Emotion Regulation, Grit, Social Awareness) in grades 3-12 will improve to 85% at or above the national norm.
- 4.4a: By May 2025, SELweb district level overall assessment score in grades K-5 will improve to 85% at or above national average.
- 4.5: By June 2023, SISD will offer a minimum of five non-academic community engagement opportunities for all district stakeholders.
- 4.6: By June 2023, SISD will increase training opportunities related to supporting whole child learning through purposeful diversity, equity and inclusion professional learning for district staff and community members.
- 4.7: By the 2023-2024 school year, all SISD campuses will implement student experiences that honor Whole Child learning.
- 4.8: By the end of the 2022-2023 school year, Seguin ISD will increase attendance from 92.65% to 93.0%.
- 4.9: By the end of the 2022-2023 school year, Seguin ISD will decrease out of class placements (Suspension/DAEP) by 10%.
- 4.10: Create flexible and adaptable learning spaces that ensure safety and security in an innovative environment that supports teaching and learning.
- 4.11: By 2024, create new facilities evaluations to better track safety, appearance, and cleanliness.
- 4.12: Provide equitable access to learning spaces that support fine arts, academics, college/career readiness and personal wellness for all students.

Whole Child Learning Task Force Members: Pete Silvius (Co-Chair), Bethany Polk (Co-Chair), Elizabeth Moore, Teresa Cuevas, Cinde Thomas-Jimenez, Darren Dunn, Tommie Jackson, Katie Chabot, Tanya Webb, Jacob Galvan, Christina Smith

Focus Findings: 4.1-4.2

School Safety/Discipline Task Force Members: Nikki E. Bittings (Chair), Victor Pacheco, Don Hastings, Sandra Reyes, Aaron Seidenberger, Tori Beutnagel, Phia Rigney, Natalie McFadden, Daniella Nyame, Glenda Moreno

Focus Findings: 4.3

Facilities Task Force Members: Bill Lewis (Co-Chair), Tony Hillberg (Co-Chair), James Pizana, Diana Weber, Deana Hink, Sara Klesel, Alejandro Guerra, Jerry Belmarez, Robyn Poppa, Christina Garcia, Jason Adam

Focus Findings: 4.4

SISD Findings/Beliefs	SISD Directions	Strategic Actions <i>(Aligns to above performance objectives)</i>	Person(s) Responsible	Implementation Timeline	ESF Lever
4.1 We believe purposeful diversity, equity and inclusion is imperative to create and maintain a thriving learning community.	Provide Seguin families, staff and community stakeholders with training and resources on social and cultural identities	<p>4.4.1 Define and promote an accessible definition and purpose of Whole Child learning in Seguin ISD</p> <p>4.5.1 Research and implement a tool to collect baseline data on the belonging needs of students, families, and staff.</p>	<p>Director of Student Services, Director of Whole Child Initiatives</p> <p>Director of Student Services, Director of Whole Child Initiatives</p>	<p>Fall 2022</p> <p>Fall 2022</p>	Lever 3: Positive School Culture - Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management systems,

	<p>Design multiple dynamic pathways to support the strengths and needs of Seguin families, staff and community stakeholders</p> <p>Foster and celebrate an environment of belonging</p> <p>Ensure diversity of representation in District engagement opportunities.</p> <p>Provide mental health resources and support at every campus.</p>	<p>4.5.2 Create district-wide community engagement opportunities.</p> <p>4.6.1 Training about Unconscious Bias, the Whole Child Model with Trauma informed & culturally responsive practices will be offered to 100% of SISD staff. Bi-monthly voluntary DEI trainings/engagement offerings will be available to anyone in the Seguin community.</p> <p>4.7.1 Convene a master schedule work group to ensure time is protected for Whole Child supports.</p> <p>4.7.2 The Whole Child task force recommends additional staff to address staff Whole Child learning systems.</p> <p>4.7.3 Convene a staff Whole Child work group comprised of teachers to make recommendations to address staff concerns.</p> <p>4.7.4. Provide mental health resources and support at every campus.</p>	<p>Director of Student Services, Director of Whole Child Initiatives, Chief Communications Officer</p> <p>Director of Student Services, Director of Whole Child Initiatives</p> <p>Deputy Chief of Innovation + Learning, Director of School Leadership, Director of Whole Child Initiatives</p> <p>Director of Student Services, Director of Whole Child Initiatives</p> <p>Director of Student Services, Director of Whole Child Initiatives</p> <p>Chief Student Services Officer, Director of Student Services, Director of Special Education</p>	<p>Fall 2022</p> <p>Spring 2023</p> <p>Fall 2022</p> <p>Fall 2023</p> <p>Fall 2022</p> <p>Fall 2022</p>	<p>proactive and responsive student support services, and involved families and community.</p> <p>District Commitments: District policies and practices align with and promote positive school culture.</p> <p>Lever 3: Positive School Culture - Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management systems, proactive and responsive student support services, and involved families and community.</p> <p>District Commitments: The district provides campuses with access to external student support services.</p> <p>Lever 3: Positive School Culture - Positive school culture requires compelling and aligned</p>
4.2 We believe cultivating and empowering an environment to focus on the whole child and family will promote the well-being of our community, both within and beyond the school day.	<p>Create and foster positive lifelong mental, physical, social and emotional well-being.</p> <p>Provide extended learning for student and family engagement</p> <p>Meet the needs of our population by providing nutritious meals</p>				
4.3 We believe safe and secure environments are essential to the	Provide environments that are safe and conducive to student learning	4.8.1 Seguin ISD will develop, facilitate, and support strategies to increase student attendance and district and campus committees will identify students with	Campus Administrators, Attendance Clerks, Student Services Department	Fall 2022	Lever 3: Positive School Culture - Positive school culture requires compelling and aligned

<p>well-being of all stakeholders.</p>	<p>Expand partnerships with local law enforcement to increase campus presence and build positive relationships</p> <p>Equip staff with training and resources to support safety protocols</p>	<p>attendance issues and incorporate early interventions.</p> <p>4.8.2 Student Support Team will conduct monthly campus liaison meetings to support student attendance.</p> <p>4.8.3 Maintain efficient and clear districtwide process regarding attendance.</p> <p>4.9.1. Seguin ISD will implement a school wide discipline management program that aims to improve student behavior plus strengthen learner engagement through a strategic system of clearly defined expectations.</p> <p>4.9.2. 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).</p> <p>4.10.1. Seguin ISD will provide ongoing safety training and support.</p>	<p>Student Services Department</p> <p>Campus Admin, Counselors, Attendance Clerks, Student Services Department</p> <p>Campus Administrators, Student Services Department</p> <p>Student Services Department</p> <p>Student Services Department, Local Law Enforcement</p>	<p>Fall 2022</p> <p>Fall 2022</p> <p>Fall 2022</p> <p>Fall 2022</p> <p>Fall 2022</p>	<p>vision, mission, goals and values, explicit behavioral expectations and management systems, proactive and responsive student support services, and involved families and community.</p> <p>District Commitments: The district provides data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate).</p>
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<p>4.4 We believe all stakeholders benefit from enhanced and dynamic learning facilities in a growing community.</p>	<p>Plan and build state of the art facilities that meet the needs of all students and staff in a growing community</p> <p>Provide facilities that will allow students to experience potential and emerging career pathways from elementary through graduation</p> <p>Implement a plan to minimize deferred maintenance at all existing facilities</p> <p>Employ communication methods that promote inclusion of students, staff and community members when planning for facility design and construction</p>	<p>4.10.2. Evaluate furniture in learning spaces and develop a plan to update across the district.</p> <p>4.11.1. Upgrade security and life safety measures as resources allow.</p> <p>4.11.2. Form a Bond/Facilities Committee to plan next steps to support the strategic plan.</p> <p>4.11.3. Create a new campus operations scorecard with a goal of all campuses score of 90% or above in Safety, General Appearance, and Cleanliness.</p> <p>4.11.4. Create a campus scorecard to evaluate instructional spaces to assess if they are meeting the needs of the program.</p> <p>4.11.5. Evaluate initial response time and completion data for facilities work orders.</p> <p>4.12.1. Conduct a demographic study on growth projections.</p> <p>4.12.2. Update the Long Range Facilities Plan with cost estimates and new projects.</p> <p>4.12.3. Upgrade technology infrastructure to support learning.</p>	<p>Chief Financial Officer/Chief Technology Officer/Director of School Leadership</p> <p>Chief Student Services Officer, Superintendent</p> <p>Chief Financial Officer, Superintendent</p> <p>Chief Financial Officer/Director of Maintenance</p> <p>Chief Financial Officer/Directors - Fine Arts, CTE, Instructional</p> <p>Chief Financial Officer/Director of Maintenance</p> <p>Chief Financial Officer/Consultant</p> <p>Chief Financial Officer</p> <p>Chief Technology Officer</p>	<p>Spring 2023</p> <p>Ongoing</p> <p>Summer 2022</p> <p>Summer 2023</p> <p>Fall 2023</p> <p>Ongoing</p> <p>Spring 2022/Spring 2025</p> <p>Spring 2022/Fall 2024</p> <p>Ongoing</p>	<p>Lever 3: Positive School Culture - Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management systems, proactive and responsive student support services, and involved families and community.</p> <p>District Commitments: The district ensures that campus buildings are well maintained, safe, and conducive to learning.</p>
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