

# **Seguin Independent School District**

## **District Improvement Plan**

### **2022-2023**



**Board Approval Date:** October 25, 2022  
**Public Presentation Date:** October 25, 2022

# **Mission Statement**

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

## **Vision**

Exceptional students to exceptional citizens

## **Core Beliefs**

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

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

Parent, community and industry partners are essential for student success

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

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

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# Comprehensive Needs Assessment

Revised/Approved: June 9, 2022

## Demographics

### Demographics Summary

Seguin ISD, located in the heart of Guadalupe County, is a 5A district with approximately 7064 students in the 2021-22 school year. The district has one PreK campus, 7 elementary schools (grades K-5), 2 middle schools (grades 6-8), 1 comprehensive high school, 1 Alternative Education Accountability campus and 1 DAEP. Seguin ISD also has a Juvenile Detention Center in Guadalupe County. Seguin High School offers Early College High School; in May 2022 8 students graduated from Seguin Early College High School with an associate's degree. The ethnic breakdown in Seguin ISD has remained steady for the past five years at approximately 4% African American, 71% Hispanic, 23% White, and 2% Two or More Races.

In 2021-22 PEIMS data reflect that the district has approximately 68% economically disadvantaged students, 12% Emergent Bilingual students, 60% at risk, 14% Special Ed, 0.2% Migrant, 1% Homeless, 57% Title I, and 8% Section 504. Dropout rates (7-12) are 1.7%, and 4 year state graduation rate increased from 88.9% in 2019 to 89.4 in 2020.

The teacher demographics are 3.4% African American, 34.1% Hispanic, and 6361.6% White. 25% are male, 75% are female. 7% of the teachers are in their first year, 33% have between 1-5 years experience, 22% have between 6-10 years experience, 23% have between 11-20 years experience, and 12% have over 20 years experience. The average years of experience is 9.9. Teacher turnover rate has decreased from 22.6 in 2018-19 to 19.9 in 2019-2020 and to 18.1 in 2020-21.

According to the Seguin Economic Development Corporation, the population in Seguin has increased by 18% since 2010. The city's population is projected to be 40K by 2030 and 50K by 2040. There are over 13,000 housing units in the development pipeline and over 20 new residential subdivisions currently under construction.

The Cost of Living is 2.5% lower than the Texas average and 5.7% lower than the national average. The top fields in Seguin are Manufacturing, Retail and Trade, Health Care and Social Assistance, Accommodation & Food Services, and Educational Services. The top employers in Seguin are Caterpillar, Continental, Seguin ISD, CMC Steel, Tyson Foods, Guadalupe Regional Medical Center, Texas Lutheran University, HEB, Walmart, and Hexcel.

Post secondary education institutions include Texas Lutheran University and Central Texas Technology Center. Seguin is also home to the Guadalupe Regional Medical Center, a Nationally Recognized Hospital.

### Demographics Strengths

1. Students
  1. Student demographics remain consistent year over year
2. Staff, Recruitment, Retention
  1. Seguin ISD offers research-based New Teacher Mentor training for all teachers with 0-2 years experience.
  2. Professional learning opportunities are aligned to the Seguin ISD Strategic Plan, and are available to all staff members.
3. Parents & Community
  1. Seguin ISD's Visioning Committee and Task Force continues to find value in the contributions of parents and community.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Students enrolled at JDC have a high likelihood of not returning to their home campus / dropping out of school. **Root Cause:** Education is not a priority for many of these students. A transition facilitator is necessary to follow up and ensure this group of students enroll at their home districts.

**Problem Statement 2 (Prioritized):** Parent and community participation in district-wide committees is limited. **Root Cause:** District committees are not relevant to parents' needs; parents feel outnumbered and intimidated by educators and are uncomfortable voicing their opinions.

**Problem Statement 3 (Prioritized):** Most at risk students lacking financial resources need a safe environment to continue their learning after the traditional school day ends.

**Problem Statement 4 (Prioritized):** Many economically disadvantaged students are restricted from participating in an elective of choice. **Root Cause:** Lack of personal funds and district resources.

**Problem Statement 5 (Prioritized):** Homeless student numbers are rising. **Root Cause:** Covid and economic factors contribute to the number of homeless students.

**Problem Statement 6 (Prioritized):** Teacher turnover is above 18%. **Root Cause:** Teachers are experiencing burn out and don't feel supported; competition from neighboring districts.

# Student Learning

## Student Learning Summary

STAAR Summative Assessment data will be included in the addendum.

## Student Learning Strengths

- Academic Growth in Reading
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## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** District math scores have fallen below the state level for several years. **Root Cause:** High Quality Instructional Materials (HQIM) is needed for proper Tier 1 math instruction, including training & monitoring of fidelity.

**Problem Statement 2 (Prioritized):** Teacher turnover is high at all levels. **Root Cause:** Teacher burn out and competition from neighboring districts.

**Problem Statement 3 (Prioritized):** Tier 1 instruction is not at the needed level of rigor to ensure student success at the secondary level. **Root Cause:** Teachers do not yet have access to, nor training required for High Quality Instructional Materials to create rigorous Tier 1 instructional materials/lessons/assessments.

**Problem Statement 4 (Prioritized):** Student engagement is low in most secondary classrooms. **Root Cause:** Too many distractions, and low student motivation.

**Problem Statement 5 (Prioritized):** Attendance is low on all secondary campuses. **Root Cause:** Students do not feel school is exciting so they opt out in class or they do not attend school on a regular basis.

**Problem Statement 6 (Prioritized):** Newcomer students (SHS) are in need of a transition program or facilitator to introduce SISD offerings.

**Problem Statement 7 (Prioritized):** There is a disproportionate number of Emergent Bilingual students scoring at the Intermediate and Advanced levels on TELPAS, but not passing STAAR reading. **Root Cause:** There are not differentiated supports to meet the needs of Emergent Bilingual students.

**Problem Statement 8 (Prioritized):** Special Education students are not performing at the same academic rate as their non-disabled peers. **Root Cause:** Inclusion support is not targeted to specific skills based on the needs of the students and is not effectively meeting student needs for specially designed instruction.

**Problem Statement 9 (Prioritized):** Special Education students are not graduating from High School at the same rate as their non-disabled peers.

**Problem Statement 10 (Prioritized):** Students need after school programming that supports SEL and whole child development.

**Problem Statement 11 (Prioritized):** Students need more access to project based learning to keep them engaged in their academics.

**Problem Statement 12 (Prioritized):** Groups and individuals have difficulty competing beyond the regional level in Fine Arts events. **Root Cause:** There are limited enrichment opportunities

**Problem Statement 13 (Prioritized):** There are inequity and learning gaps in Fine Arts across elementary and middle school campuses. **Root Cause:** Visual arts are not offered on all elementary campuses.

**Problem Statement 14 (Prioritized):** Use of technology in the classroom is often interrupted or inefficient. **Root Cause:** Connectivity and outage issues interfere with use of digital learning or efficiency

**Problem Statement 15 (Prioritized):** Student success on industry-based certification exams is low. **Root Cause:** Lack of High Quality Instructional Materials/Rigor

**Problem Statement 16 (Prioritized):** Tier 1 instruction is not at the needed level of rigor to ensure student success at the secondary level.

**Problem Statement 17 (Prioritized):** Homeless, Foster Care, and Migrant students are not performing at the same academic rate as students that are not included in these sub-populations. **Root Cause:** Supports not effectively meeting the instructional needs of identified students.

# District Processes & Programs

## District Processes & Programs Summary

**Personnel:** Seguin ISD is one of the top paying districts in Guadalupe and Comal Counties; however, SISD pays less than some Bexar County districts. A 4.5% raise for teachers, 4.0% for admin and professional staff, and 5% or more for auxillary staff was approved by the board for the 2022-23 school year. Sign-on bonuses for critical or hard-to-staff areas, and increase in bilingual stipend, and referral bonuses are offered. Furthermore, there is a \$2000 stipend for ms core teachers and \$750 for ms non-core teachers. Job fairs are scheduled, but due to COVID it has been difficult to recruit new teachers from areas outside seguin. SISD created the New Teacher Support Specialist for the 2022-23 school year in order to support and retain teachers with 0-2 years experience.

**Professional Practices:** Seguin ISD has a Deputy Chief of HR and Professional Learning who helps connect all professional learning opportunities across the organization to our strategic priorities. We have increased the level of professional development in the last couple of years; however, we took a step back due to COVID. SISD will develop a comprehensive Professional Learning plan and share it with all stakeholders. There needs to be an emphasis on non-academic professional learning such as SEL, classroom management, and meeting the needs of students who experience trauma. SISD goals and strategic initiatives are communicated through various departments. They are part of the DIP and every campus CIP. There is a formative review process that each decision making team goes through on a quarterly basis. During the 2021-22 school year, SISD engaged in a strategic planning process in order to create the 2025 Strategic Plan which will set the district direction for th next three years.

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

SISD initiated the ACE Grant in the 21-22 school year to provide after school programs for students K-8.

In 2022-23 school year, SISD will be in the planning year for the PTECH High School.

### Instruction, transition and safety:

Instruction: Seguin ISD has a process that ensures master scheduling and course offering for secondary students is a well planned process. The process includes district and campus administrators. Human Resources and the Director of Elementary Education support elementary campuses with their master schedule. PLC time is embedded during conference times at all campuses. There is a PLC handbook and a rubric is in place to support and guide PLC implementation. PLCs are a District initiative and we partner with Solution Tree for training. There is a need to continue to refine both of these practices in order to maximize time within the school day.

Transition: 5th to middle school transitions are completed. 8th to High School transitions are completed; there will be a summer adventure camp for Tier 3 rising 9th graders to support their transition to high school.

Safety: Seguin ISD has a Student Support Services team, which includes the Chief Student Services Officer, Director of Student Services, safety coordinator, attendance staff, Homeless, Migrant, and OSP coordinator, and the school climate transformation team. The team has implemented an Emergency Operations Procedures manual, and will be involved in the SISD Safety Task Force. The Student Services Team continues working towards refining our PBIS and RtI/MTSS practices in order to create a better campus climate and culture, including student & staff social emotional learning and safety. This is a work in progress and each campus is in a different phase of implementation.

## District Processes & Programs Strengths

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



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

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

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

### **Problem Statements Identifying District Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Tier 1 instruction is not at the needed level of rigor to ensure student success at the secondary level.

**Problem Statement 2 (Prioritized):** There is an increase in student behavior issues in both the elementary and secondary levels. **Root Cause:** Little PD is offered to support teachers with struggling students, and PBIS is not consistent across the secondary campuses.

**Problem Statement 3 (Prioritized):** Student engagement is low in most secondary classrooms. **Root Cause:** Teachers need high quality instructional materials and PD to create rigorous Tier 1 instruction that is engaging for all students.

**Problem Statement 4 (Prioritized):** Special Education students are not graduating from High School at the same rate as their non-disabled peers.

**Problem Statement 5 (Prioritized):** Special Education students are sent to disciplinary placements at a rate that is higher than their peers. **Root Cause:** The district has limited disciplinary options for students who have social emotional and behavioral disabilities and limited preventative (PBIS) options

**Problem Statement 6 (Prioritized):** New teachers need targeted and consistent training/ support to improve instructional strategies.

**Problem Statement 7 (Prioritized):** Students are not receiving blended learning instruction at high levels across the district. **Root Cause:** There are gaps in the implementation of digital learning across the district.

**Problem Statement 8 (Prioritized):** The number of CTE Completers is low **Root Cause:** An emphasis on CTE program completion has not been a priority.

**Problem Statement 9 (Prioritized):** Student access to High Quality Instructional Materials (HQIM) in CTE classes is limited. **Root Cause:** Attention has been focused on Core curriculum and not on CTE. Teachers have been asked to find their own curriculum.

**Problem Statement 10 (Prioritized):** Discipline practices punish, rather than support, students impacted by trauma. **Root Cause:** We do not have a thorough understanding about the direct connection between trauma experiences, brain development, and behavioral problems.

**Problem Statement 11 (Prioritized):** Teachers and staff do not fully understand and/or follow the RtI process. **Root Cause:** We do not have clear and consistent messaging for RtI in our district, from the classroom to the district admin levels.

**Problem Statement 12 (Prioritized):** We lack a comprehensive K-12 plan to teach SEL skills, across all three tiers. **Root Cause:** We have not prioritized how to teach SEL competencies in our professional learning plan.

**Problem Statement 13 (Prioritized):** Seguin ISD offers unique learning experiences, but we have not expanded the opportunities to all students and at all levels. **Root Cause:** Low prioritization of whole child experiences.

# Perceptions

## Perceptions Summary

**Student Engagement:** The district's mission statement is "to cultivate, inspire, and empower students to learn and grow." Student attendance is a priority for the district as we continue to support student success. The Student Services department works with campuses to improve attendance by following up with families and students regarding attendance issues. The School Climate Transformation team supports campus efforts around discipline and culture, especially at secondary campuses, by employing a Restorative Practices Coordinator. In addition, this team works with campuses to collect feedback from students on campus climate and culture using Panorama surveys throughout the year. About 900 students participated in after school programming for at least 45 days of the school year with the ACE program. SISD implemented 2 intercessions during the school year to support at risk students, and a summer intersession program to support all students in grades 3-8.

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

**Parent and Community Engagement:** The district's Parent & Family Engagement policy outlines how the district will communicate and engage with parents and the community. Campuses have increased their communication with parents and the community via social media. In addition, ThoughtExchange surveys have been utilized to elicit feedback from parents and the community on various topics. A Visioning Committee convened to set the foundation for the SISD Strategic Plan. SISD created a new position of Executive Director of SEF and Community Outreach to increase community engagement.

## Perceptions Strengths

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

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

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

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Teacher turnover is above 18%. **Root Cause:** Teachers are experiencing burn out and don't feel supported; competition from neighboring

districts.

**Problem Statement 2 (Prioritized):** All campuses are struggling to meet the targets in the Closing the Gaps domain. **Root Cause:** We have many consistently under performing student groups.

**Problem Statement 3 (Prioritized):** There is an increase in student behavior issues in both the elementary and secondary levels. **Root Cause:** Little PD is offered to support teachers with struggling students, and PBIS is not consistent across the secondary campuses.

**Problem Statement 4 (Prioritized):** Student engagement is low in most secondary classrooms. **Root Cause:** Teachers need high quality instructional materials and PD to create rigorous Tier 1 instruction that is engaging for all students.

**Problem Statement 5 (Prioritized):** Special Education students are not graduating from High School at the same rate as their non-disabled peers.

**Problem Statement 6 (Prioritized):** There is a large percentage of students need additional learning time to address academic and social emotional learning. **Root Cause:** Covid has caused great learning gaps.

**Problem Statement 7 (Prioritized):** In 2019-20, only 28 % of our students passed both the math and reading sections of the Texas Success Initiative 2 (TSIA2). **Root Cause:** There is minimal or indirect training and communication concerning TSIA2. Students and parents don't seem to fully understand the propose and benefits of this assessment.

**Problem Statement 8 (Prioritized):** In 2019-20, only 39% of students met the CCMR indicator. **Root Cause:** There is minimal or indirect training and communication concerning CCMR. Teachers, staff, students and parents do not fully understand College, Career, & Military Connectedness (CCMR) and how SISD students can meet a CCMR indicator.

**Problem Statement 9 (Prioritized):** Our teachers and staff are not fully able to recognize and respond to the needs of students experiencing crises related to mental health and trauma. **Root Cause:** Most teachers and staff have not been explicitly trained in how to support students experiencing a mental health crisis.

# Priority Problem Statements

**Problem Statement 1:** Students enrolled at JDC have a high likelihood of not returning to their home campus / dropping out of school.

**Root Cause 1:** Education is not a priority for many of these students. A transition facilitator is necessary to follow up and ensure this group of students enroll at their home districts.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Parent and community participation in district-wide committees is limited.

**Root Cause 2:** District committees are not relevant to parents' needs; parents feel outnumbered and intimidated by educators and are uncomfortable voicing their opinions.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Most at risk students lacking financial resources need a safe environment to continue their learning after the traditional school day ends.

**Root Cause 3:**

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** Many economically disadvantaged students are restricted from participating in an elective of choice.

**Root Cause 4:** Lack of personal funds and district resources.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** Teacher turnover is above 18%.

**Root Cause 5:** Teachers are experiencing burn out and don't feel supported; competition from neighboring districts.

**Problem Statement 5 Areas:** Demographics - Perceptions

**Problem Statement 6:** All campuses are struggling to meet the targets in the Closing the Gaps domain.

**Root Cause 6:** We have many consistently under performing student groups.

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 7:** District math scores have fallen below the state level for several years.

**Root Cause 7:** High Quality Instructional Materials (HQIM) is needed for proper Tier 1 math instruction, including training & monitoring of fidelity.

**Problem Statement 7 Areas:** Student Learning

**Problem Statement 8:** Teacher turnover is high at all levels.

**Root Cause 8:** Teacher burn out and competition from neighboring districts.

**Problem Statement 8 Areas:** Student Learning

**Problem Statement 9:** Tier 1 instruction is not at the needed level of rigor to ensure student success at the secondary level.

**Root Cause 9:** Teachers do not yet have access to, nor training required for High Quality Instructional Materials to create rigorous Tier 1 instructional materials/lessons/assessments.

**Problem Statement 9 Areas:** Student Learning

**Problem Statement 10:** Student engagement is low in most secondary classrooms.

**Root Cause 10:** Too many distractions, and low student motivation.

**Problem Statement 10 Areas:** Student Learning

**Problem Statement 11:** Attendance is low on all secondary campuses.

**Root Cause 11:** Students do not feel school is exciting so they opt out in class or they do not attend school on a regular basis.

**Problem Statement 11 Areas:** Student Learning

**Problem Statement 12:** Newcomer students (SHS) are in need of a transition program or facilitator to introduce SISD offerings.

**Root Cause 12:**

**Problem Statement 12 Areas:** Student Learning

**Problem Statement 13:** There is a disproportionate number of Emergent Bilingual students scoring at the Intermediate and Advanced levels on TELPAS, but not passing STAAR reading.

**Root Cause 13:** There are not differentiated supports to meet the needs of Emergent Bilingual students.

**Problem Statement 13 Areas:** Student Learning

**Problem Statement 14:** Special Education students are not performing at the same academic rate as their non-disabled peers.

**Root Cause 14:** Inclusion support is not targeted to specific skills based on the needs of the students and is not effectively meeting student needs for specially designed instruction.

**Problem Statement 14 Areas:** Student Learning

**Problem Statement 15:** Special Education students are not graduating from High School at the same rate as their non-disabled peers.

**Root Cause 15:**

**Problem Statement 15 Areas:** Student Learning

**Problem Statement 16:** Students need after school programming that supports SEL and whole child development.

**Root Cause 16:**

**Problem Statement 16 Areas:** Student Learning

**Problem Statement 17:** Students need more access to project based learning to keep them engaged in their academics.

**Root Cause 17:**

**Problem Statement 17 Areas:** Student Learning

**Problem Statement 18:** Groups and individuals have difficulty competing beyond the regional level in Fine Arts events.

**Root Cause 18:** There are limited enrichment opportunities

**Problem Statement 18 Areas:** Student Learning

**Problem Statement 19:** There are inequity and learning gaps in Fine Arts across elementary and middle school campuses.

**Root Cause 19:** Visual arts are not offered on all elementary campuses.

**Problem Statement 19 Areas:** Student Learning

**Problem Statement 20:** Use of technology in the classroom is often interrupted or inefficient.

**Root Cause 20:** Connectivity and outage issues interfere with use of digital learning or efficiency

**Problem Statement 20 Areas:** Student Learning

**Problem Statement 21:** Student success on industry-based certification exams is low.

**Root Cause 21:** Lack of High Quality Instructional Materials/Rigor

**Problem Statement 21 Areas:** Student Learning

**Problem Statement 22:** There is an increase in student behavior issues in both the elementary and secondary levels.

**Root Cause 22:** Little PD is offered to support teachers with struggling students, and PBIS is not consistent across the secondary campuses.

**Problem Statement 22 Areas:** District Processes & Programs - Perceptions

**Problem Statement 23:** Student engagement is low in most secondary classrooms.

**Root Cause 23:** Teachers need high quality instructional materials and PD to create rigorous Tier 1 instruction that is engaging for all students.

**Problem Statement 23 Areas:** District Processes & Programs - Perceptions

**Problem Statement 24:** Special Education students are not graduating from High School at the same rate as their non-disabled peers.

**Root Cause 24:**

**Problem Statement 24 Areas:** District Processes & Programs

**Problem Statement 25:** Special Education students are sent to disciplinary placements at a rate that is higher than their peers.

**Root Cause 25:** The district has limited disciplinary options for students who have social emotional and behavioral disabilities and limited preventative (PBIS) options

**Problem Statement 25 Areas:** District Processes & Programs

**Problem Statement 26:** New teachers need targeted and consistent training/ support to improve instructional strategies.

**Root Cause 26:**

**Problem Statement 26 Areas:** District Processes & Programs

**Problem Statement 27:** Students are not receiving blended learning instruction at high levels across the district.

**Root Cause 27:** There are gaps in the implementation of digital learning across the district.

**Problem Statement 27 Areas:** District Processes & Programs

**Problem Statement 28:** The number of CTE Completers is low

**Root Cause 28:** An emphasis on CTE program completion has not been a priority.

**Problem Statement 28 Areas:** District Processes & Programs

**Problem Statement 29:** Student access to High Quality Instructional Materials (HQIM) in CTE classes is limited.

**Root Cause 29:** Attention has been focused on Core curriculum and not on CTE. Teachers have been asked to find their own curriculum.

**Problem Statement 29 Areas:** District Processes & Programs

**Problem Statement 30:** Special Education students are not graduating from High School at the same rate as their non-disabled peers.

**Root Cause 30:**

**Problem Statement 30 Areas:** Perceptions

**Problem Statement 31:** There is a large percentage of students need additional learning time to address academic and social emotional learning.

**Root Cause 31:** Covid has caused great learning gaps.

**Problem Statement 31 Areas:** Perceptions

**Problem Statement 32:** In 2019-20, only 28 % of our students passed both the math and reading sections of the Texas Success Initiative 2 (TSIA2).

**Root Cause 32:** There is minimal or indirect training and communication concerning TSIA2. Students and parents don't seem to fully understand the propose and benefits of this assessment.

**Problem Statement 32 Areas:** Perceptions

**Problem Statement 33:** In 2019-20, only 39% of students met the CCMR indicator.

**Root Cause 33:** There is minimal or indirect training and communication concerning CCMR. Teachers, staff, students and parents do not fully understand College, Career, & Military Connectedness (CCMR) and how SISD students can meet a CCMR indicator.

**Problem Statement 33 Areas:** Perceptions

**Problem Statement 34:** Our teachers and staff are not fully able to recognize and respond to the needs of students experiencing crises related to mental health and trauma.

**Root Cause 34:** Most teachers and staff have not been explicitly trained in how to support students experiencing a mental health crisis.

**Problem Statement 34 Areas:** Perceptions

**Problem Statement 35:** Discipline practices punish, rather than support, students impacted by trauma.

**Root Cause 35:** We do not have a thorough understanding about the direct connection between trauma experiences, brain development, and behavioral problems.

**Problem Statement 35 Areas:** District Processes & Programs

**Problem Statement 36:** Teachers and staff do not fully understand and/or follow the RtI process.

**Root Cause 36:** We do not have clear and consistent messaging for RtI in our district, from the classroom to the district admin levels.

**Problem Statement 36 Areas:** District Processes & Programs

**Problem Statement 37:** We lack a comprehensive K-12 plan to teach SEL skills, across all three tiers.

**Root Cause 37:** We have not prioritized how to teach SEL competencies in our professional learning plan.

**Problem Statement 37 Areas:** District Processes & Programs

**Problem Statement 38:** Homeless student numbers are rising.

**Root Cause 38:** Covid and economic factors contribute to the number of homeless students.

**Problem Statement 38 Areas:** Demographics

**Problem Statement 39:** Seguin ISD offers unique learning experiences, but we have not expanded the opportunities to all students and at all levels.

**Root Cause 39:** Low prioritization of whole child experiences.

**Problem Statement 39 Areas:** District Processes & Programs

**Problem Statement 40:** Homeless, Foster Care, and Migrant students are not performing at the same academic rate as students that are not included in these sub-populations.

**Root Cause 40:** Supports not effectively meeting the instructional needs of identified students.

**Problem Statement 40 Areas:** Student Learning

**Problem Statement 41:** Tier 1 instruction is not at the needed level of rigor to ensure student success at the secondary level.

**Root Cause 41:**

**Problem Statement 41 Areas:** Student Learning - District Processes & Programs



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Violence and/or violence prevention records
- Enrollment trends

#### **Employee Data**

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

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

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



# Goals





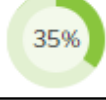




Revised/Approved: October 25, 2022

**Goal 1:** 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.

**Performance Objective 1:** By the end of the 2022-23 school year, the percentage of students achieving Meets Grade Level or above on the Reading STAAR in grades 3-10 will improve from 39% to 44%.

**Evaluation Data Sources:** STAAR, local assessment data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Educators will provide academic intervention in math and reading at each district elementary/secondary campus. <b>Strategy's Expected Result/Impact:</b> Students will move one performance level on summative assessments and show continuous growth and achievement on formative assessments. <b>Staff Responsible for Monitoring:</b> Director of School Leadership Principal Assistant Principal(s) Associate Principal Academic Dean Leads Classroom Teachers  <b>Problem Statements:</b> Student Learning 3 <b>Funding Sources:</b> Dual Language Interventionists & Aides FTEs - 211 Title I - 211.11.00.XXX.3.24.000.61x9 - \$326,000, Math/Reading Interventionists (Elem) - ESSER III - \$511,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> ACE Coordinators will collaboratively work with campus admin team and Teachers to provide ACE students academic interventions that align to the school day curriculum. <b>Staff Responsible for Monitoring:</b> ACE Director	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Conduct Child Find activities for timely identification and intervention of students with Dyslexia; implement parent and community engagement activities to increase dyslexia awareness. <b>Strategy's Expected Result/Impact:</b> Increase the number of students who are identified with dyslexia and receive appropriate interventions. <b>Staff Responsible for Monitoring:</b> Director of Special Education	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Use Seesaw and Google Classroom learning management systems to support a blended learning model. <b>Strategy's Expected Result/Impact:</b> Promote personalized learning by creating a digital environment for interacting and collaborating with peers, experts, or other sources. <b>Staff Responsible for Monitoring:</b> Chief Technology Officer Digital Learning Coordinator	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Utilize ClassLink as our SSO (single sign-on) solution. <b>Strategy's Expected Result/Impact:</b> Increase usage of digital tools and resources by consolidating student log-in to one single sign-on. <b>Staff Responsible for Monitoring:</b> Chief Technology Officer Digital Learning Coordinator	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Increase student engagement through our 1:1 initiative <b>Strategy's Expected Result/Impact:</b> Students will use technology devices provided to them to improve their reading skills. <b>Staff Responsible for Monitoring:</b> Chief Technology Officer Digital Learning Coordinator	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Provide instruction that is engaging, relevant, and collaborative to meet the needs of all by using the Rigor/Relevance Framework to support rigor, relevance, and learning engagement <b>Strategy's Expected Result/Impact:</b> Instruction will be rigorous and relevant. <b>Staff Responsible for Monitoring:</b> Deputy Chief of Innovation & Learning	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				






Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 3:</b> Tier 1 instruction is not at the needed level of rigor to ensure student success at the secondary level. <b>Root Cause:</b> Teachers do not yet have access to, nor training required for High Quality Instructional Materials to create rigorous Tier 1 instructional materials/lessons/assessments.

**Goal 1:** 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.

**Performance Objective 2:** By the end of the 2022-23 school year, the percentage of students who perform on grade level in ISIP Reading K-2 will improve from 45% to 50%.




**Evaluation Data Sources:** ISIP








Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Use Common Formative Assessment and Unit Assessment data to develop a targeted learning and intervention plan in PLCs. <b>Strategy's Expected Result/Impact:</b> Increase of reading data based on targeted interventions. <b>Staff Responsible for Monitoring:</b> Deputy Chief of Innovation & Learning	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** Increase the percentage of third grade students who score meets grade level or above on STAAR Mathematics from 35% to 49% by August 2025.

**Performance Objective 1:** By the end of the 2022-2023 school year, the percentage of students achieving Meets Grade Level or above on the Math STAAR in grades 3-9 will improve from 27% to 32%.

**Evaluation Data Sources:** STAAR summative data, local assessment data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Educators will provide academic intervention in math and reading at each district elementary/secondary campus. <b>Strategy's Expected Result/Impact:</b> Students will move one performance level on summative assessments and show continuous growth and achievement on formative assessments. <b>Staff Responsible for Monitoring:</b> Director of School Leadership Principal Assistant Principal(s) Associate Principal Academic Dean Leads Classroom Teachers  <b>Problem Statements:</b> Student Learning 3	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Use Seesaw and Google Classroom learning management systems to support a blended learning model. <b>Strategy's Expected Result/Impact:</b> Promote personalized learning by creating a digital environment for interacting and collaborating with peers, experts, or other sources. <b>Staff Responsible for Monitoring:</b> Chief Technology Officer Digital Learning Coordinator	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Utilize ClassLink as our SSO (single sign-on) solution. <b>Strategy's Expected Result/Impact:</b> Increase usage of digital tools and resources by consolidating student log-in to one single sign-on. <b>Staff Responsible for Monitoring:</b> Chief Technology Officer Digital Learning Coordinator	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Increase student engagement through our 1:1 initiative. <b>Strategy's Expected Result/Impact:</b> Students will use technology devices provided to them to improve their math skills. <b>Staff Responsible for Monitoring:</b> Chief Technology Officer Digital Learning Coordinator	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide instruction that is engaging, relevant, and collaborative to meet the needs of all by using the Rigor/Relevance Framework to support rigor, relevance, and learning engagement <b>Strategy's Expected Result/Impact:</b> Teachers will provide engaging instruction. <b>Staff Responsible for Monitoring:</b> Deputy Chief of Innovation & Learning	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Use Common Formative Assessment and Unit Assessment data to develop a targeted learning and intervention plan in PLCs. <b>Strategy's Expected Result/Impact:</b> Teachers will engage in PLCs that will in turn provide targeted instruction. <b>Staff Responsible for Monitoring:</b> Deputy Chief of Innovation & Learning	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 1 Problem Statements:







Student Learning
<b>Problem Statement 3:</b> Tier 1 instruction is not at the needed level of rigor to ensure student success at the secondary level. <b>Root Cause:</b> Teachers do not yet have access to, nor training required for High Quality Instructional Materials to create rigorous Tier 1 instructional materials/lessons/assessments.



**Goal 2:** Increase the percentage of third grade students who score meets grade level or above on STAAR Mathematics from 35% to 49% by August 2025.








**Performance Objective 2:** By the end of the 2022-2023 school year, the percentage of students who perform on grade level on the math screener K-2 will increase from 20% to 50%.

**Evaluation Data Sources:** Imagine Math  
Kinder Readiness assessment (PreK)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ball Early Childhood center will utilize kinder readiness assessments to support math instruction at the PreK level.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Elementary campuses will implement new math HQIM, Eureka Math & Zearn online platform, with fidelity. <b>Strategy's Expected Result/Impact:</b> Increase in math performance. <b>Staff Responsible for Monitoring:</b> Deputy Chief of Innovation & Learning Director of School Leadership	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3:** Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 39% to 73% by August 2025.

**Performance Objective 1:** By the end of the 2022-2023 school year, the percentage of students who meets TSI/SAT/ACT criteria in ELAR and Math will improve from 28% to 33%.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increase number of students participating in school-day PSAT and SAT testing opportunities in the fall and spring with the use of marketing, awareness, and ongoing recruitment. <b>Strategy's Expected Result/Impact:</b> Increase access to college-readiness assessments for all students. <b>Staff Responsible for Monitoring:</b> Director of CCMR, CCMR Coordinator, SHS Testing Coordinator, and AVID Teachers  <b>Problem Statements:</b> Perceptions 8	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide test-prep for PSAT, SAT, and TSIA during the school day throughout the year. <b>Strategy's Expected Result/Impact:</b> The outcome of this strategy will be an increase in students meeting PSAT, SAT, and TSIA CCMR standards. It is also anticipated that more students will take advantage of school-day test prep versus after-school or on Saturdays. <b>Staff Responsible for Monitoring:</b> Director of CCMR, CCMR Coordinator, Testing Coordinator, and Counselors  <b>Problem Statements:</b> Perceptions 7	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Campuses (Pre-K - 12) will establish and implement a timeline of CCMR activities or opportunities the school year. Each campus will implement 2 CCMR activities or opportunities per semester. <b>Strategy's Expected Result/Impact:</b> Students will gain exposure to and understanding of CCMR. <b>Staff Responsible for Monitoring:</b> Campus principals and counselors	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**






Perceptions
<b>Problem Statement 7:</b> In 2019-20, only 28 % of our students passed both the math and reading sections of the Texas Success Initiative 2 (TSIA2). <b>Root Cause:</b> There is minimal or indirect training and communication concerning TSIA2. Students and parents don't seem to fully understand the propose and benefits of this assessment.

<b>Perceptions</b>
<b>Problem Statement 8:</b> In 2019-20, only 39% of students met the CCMR indicator. <b>Root Cause:</b> There is minimal or indirect training and communication concerning CCMR. Teachers, staff, students and parents do not fully understand College, Career, & Military Connectedness (CCMR) and how SISD students can meet a CCMR indicator.

**Goal 3:** Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 39% to 73% by August 2025.

**Performance Objective 2:** By the end of the 2022-2023 school year, the percent of students who are taking the SAT or ACT will improve from 45% to 56%

**Evaluation Data Sources:** SAT, ACT data






Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop a marketing plan for CCMR that includes an annual calendar, CCMR manual with overview of CCMR opportunities and benefits, social media, Google Classroom, parent information sessions, campus/district websites, and through collaboration with TRIO programs Talent Search and Upward Bound. <b>Strategy's Expected Result/Impact:</b> Students and parents will gain a better understanding of the purpose, importance, and value of these CCMR assessments. <b>Staff Responsible for Monitoring:</b> Director of CCMR, CCMR Coordinator, SHS Testing Coordinator, and TRIO staff members  <b>Problem Statements:</b> Perceptions 8	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**

Perceptions
<b>Problem Statement 8:</b> In 2019-20, only 39% of students met the CCMR indicator. <b>Root Cause:</b> There is minimal or indirect training and communication concerning CCMR. Teachers, staff, students and parents do not fully understand College, Career, & Military Connectedness (CCMR) and how SISD students can meet a CCMR indicator.







**Goal 3:** Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 39% to 73% by August 2025.

**Performance Objective 3:** By the end of the 2022-2023 school year, the percent of students who earn at least 3 hours of dual credit in ELAR or MATH OR the percent of students who earn at least 9 dual credit course credits in any other subject will improve from 27% to 34%.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increase student and parent awareness of dual credit opportunities through improved marketing (School messenger, Social Media, Campus/District website, and establish a dual credit web page. Encourage all students who meet TSIA standards to enroll in dual credit classes. <b>Strategy's Expected Result/Impact:</b> Number of students who enroll in dual credit courses will increase. <b>Staff Responsible for Monitoring:</b> Director of CCMR, CCMR Coordinator, College Pathways Specialist, and Counselors.	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				






**Goal 3:** Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 39% to 73% by August 2025.

**Performance Objective 4:** By the end of the 2022-2023 school year, the percent of students who earn an industry based certification will improve from 1.5% to 16%.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop test preparation and examination timelines for Industry-Based Certifications in each program of study. <b>Strategy's Expected Result/Impact:</b> Increased focus on instructional design will ensure student preparation prior to the established examination date. <b>Staff Responsible for Monitoring:</b> CTE Director	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Increase opportunities for students to practice and show mastery of associated licensure and certification exams in the Career & Technical Education Program necessary for a broad range of career opportunities. <b>Strategy's Expected Result/Impact:</b> Increased opportunities for practice will lead to an increase in the success rate on industry-based certifications. <b>Staff Responsible for Monitoring:</b> CTE Director	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**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 Objective 1:** By the end of the 2022-2023 school year, 100% of 8th grade students and families will engage in annual "pathways to an exceptional future" planning.




Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement strategies to facilitate effective transition planning for students including, if applicable through coordination with institutions of higher education, employers, and other local partners and through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. <b>Strategy's Expected Result/Impact:</b> Students gaining familiarity with transition opportunities and families beginning to plan for transition goals. <b>Staff Responsible for Monitoring:</b> Director of Special Education Director of CCMR Director of Student Services	Formative			Summative
	Nov	Jan	Mar	June
	 10%			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**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 Objective 2:** By the end of the 2022-2023 school year, the Panorama Student Survey SEL Score in grades 3-5 will improve to 55% in emotion regulation, 64% in grit, and 68 % in social awareness.

By the end of the 2022-2023 school year, the Panorama Student Survey SEL Score in grades 6-12 will improve to 51% in emotion regulation, 57% in grit, and 58 % in social awareness.

**Evaluation Data Sources:** End of Year Panorama SEL scores.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide Fine Arts enrichment and equitable access for students to participate in master classes and small group lessons that enhance student learning. <b>Strategy's Expected Result/Impact:</b> Increase in student participation in Fine Arts; increase in level of performance; increase in the SEL score on the Panorama survey. <b>Staff Responsible for Monitoring:</b> Director of Fine Arts  <b>Problem Statements:</b> Student Learning 12	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide after school choir and music program on all elementary campuses. <b>Strategy's Expected Result/Impact:</b> Increase in student participation in Fine Arts; increase in level of performance; increase in the SEL score on the Panorama survey. <b>Staff Responsible for Monitoring:</b> Director of Fine Arts  <b>Problem Statements:</b> District Processes & Programs 13 <b>Funding Sources:</b> Stipends - 289 Title IV - \$3,500	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> ACE program will implement enrichment activities that will foster knowledge, skills, and students need to develop healthy identities and create meaningful relationships. <b>Strategy's Expected Result/Impact:</b> Increase student engagement After school <b>Staff Responsible for Monitoring:</b> ACE Director	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Utilize Panorama, an MTSS platform, to collect and hold data to support the Whole Child. <b>Strategy's Expected Result/Impact:</b> Measure and track progress across the dimensions of academic, behavior, attendance, Social and Emotional Learning (SEL) and school climate. <b>Staff Responsible for Monitoring:</b> Director of Student Services  <b>Problem Statements:</b> District Processes & Programs 2, 5, 10 - Perceptions 3 <b>Funding Sources:</b> Panorama License - 289 Title IV - 289.31.00.935.3.24.000.6399 - \$25,000	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

## Performance Objective 2 Problem Statements:







Student Learning
<b>Problem Statement 12:</b> Groups and individuals have difficulty competing beyond the regional level in Fine Arts events. <b>Root Cause:</b> There are limited enrichment opportunities
District Processes & Programs
<b>Problem Statement 2:</b> There is an increase in student behavior issues in both the elementary and secondary levels. <b>Root Cause:</b> Little PD is offered to support teachers with struggling students, and PBIS is not consistent across the secondary campuses. <b>Problem Statement 5:</b> Special Education students are sent to disciplinary placements at a rate that is higher than their peers. <b>Root Cause:</b> The district has limited disciplinary options for students who have social emotional and behavioral disabilities and limited preventative (PBIS) options <b>Problem Statement 10:</b> Discipline practices punish, rather than support, students impacted by trauma. <b>Root Cause:</b> We do not have a thorough understanding about the direct connection between trauma experiences, brain development, and behavioral problems. <b>Problem Statement 13:</b> Seguin ISD offers unique learning experiences, but we have not expanded the opportunities to all students and at all levels. <b>Root Cause:</b> Low prioritization of whole child experiences.
Perceptions
<b>Problem Statement 3:</b> There is an increase in student behavior issues in both the elementary and secondary levels. <b>Root Cause:</b> Little PD is offered to support teachers with struggling students, and PBIS is not consistent across the secondary campuses.

**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 Objective 3:** By the end of the 2022-2023 school year, the SELweb Assessment Report in grades K-3 will improve to 68% in Social Perspective-Taking, 75% in Social Problem-Solving, and 73% in Self Control.

By the end of the 2022-2023 school year, the SELweb Assessment Report in grades 4-5 will improve to 65% in Understanding Others, 68% in Social Problem-Solving, and 67 % in Self Control.

**Evaluation Data Sources:** SELweb annual report

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue to expand the LiiNK Project throughout all elementary campuses. <b>Strategy's Expected Result/Impact:</b> Improved campus climate as observed and measured with SELweb assessment. <b>Staff Responsible for Monitoring:</b> Director of Whole Child Initiatives  <b>Problem Statements:</b> District Processes & Programs 2, 10, 12, 13 - Perceptions 3	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Support utilization and fidelity with Positive Action Pk-5 and Character Strong 6-8. <b>Strategy's Expected Result/Impact:</b> Improved campus climate as observed and measured with SELweb assessment. <b>Staff Responsible for Monitoring:</b> Student Services Coordinator  <b>Problem Statements:</b> District Processes & Programs 2, 10, 12 - Perceptions 3, 6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> PreK students at Ball will implement Sensory Areas and sensory paths outdoors to support brain connections that enable students to complete tasks and react with what is going on around them.	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 3 Problem Statements:

District Processes & Programs
<b>Problem Statement 2:</b> There is an increase in student behavior issues in both the elementary and secondary levels. <b>Root Cause:</b> Little PD is offered to support teachers with struggling students, and PBIS is not consistent across the secondary campuses.

### District Processes & Programs

**Problem Statement 10:** Discipline practices punish, rather than support, students impacted by trauma. **Root Cause:** We do not have a thorough understanding about the direct connection between trauma experiences, brain development, and behavioral problems.

**Problem Statement 12:** We lack a comprehensive K-12 plan to teach SEL skills, across all three tiers. **Root Cause:** We have not prioritized how to teach SEL competencies in our professional learning plan.

**Problem Statement 13:** Seguin ISD offers unique learning experiences, but we have not expanded the opportunities to all students and at all levels. **Root Cause:** Low prioritization of whole child experiences.




### Perceptions



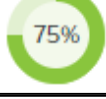





**Problem Statement 3:** There is an increase in student behavior issues in both the elementary and secondary levels. **Root Cause:** Little PD is offered to support teachers with struggling students, and PBIS is not consistent across the secondary campuses.

**Problem Statement 6:** There is a large percentage of students need additional learning time to address academic and social emotional learning. **Root Cause:** Covid has caused great learning gaps.

**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 Objective 4:** By the end of the 2022-2023 school year, Seguin ISD will increase attendance from 92.65% to 93.0%.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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.  <b>Strategy's Expected Result/Impact:</b> To increase identification of Foster Care, Homeless, Migrant, and Military-Connected students, improve attendance, and ensure needed supports are provided for these student groups. <b>Staff Responsible for Monitoring:</b> Highly Mobile Populations Specialist  <b>Results Driven Accountability</b> <b>Problem Statements:</b> Student Learning 17 <b>Funding Sources:</b> Instructional Support, CCMR, emergency clothing, parental involvement - 206 - TEHCY (Homeless) - \$27,280, Resources for homeless - ARP Homeless I - \$54,560, Staffing & emergency resources - ARP Homeless II - \$80,006	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Expand after school club activities at the high school level that address well-rounded educational opportunities and whole child initiatives.  <b>Strategy's Expected Result/Impact:</b> Improved relationships between staff and students. <b>Staff Responsible for Monitoring:</b> Director of Whole Child Initiatives  <b>Problem Statements:</b> Demographics 3 - Student Learning 4, 5, 10 <b>Funding Sources:</b> Stipends, supplies - 289 Title IV - \$10,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Monitor attendance and academic performance of identified Homeless, Foster Care, Migrant, and Military-Connected students.  <b>Strategy's Expected Result/Impact:</b> Improve attendance, grades, promotion rates, graduation rates, and state assessment performance for students identified as Homeless, Migrant, Foster Care, and Military-Connected students. <b>Staff Responsible for Monitoring:</b> Highly Mobile Populations Specialist  <b>Results Driven Accountability</b>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Utilize the Truancy and Dropout Prevention software program to actively monitor campus and district level truancy and attendance interventions. <b>Strategy's Expected Result/Impact:</b> Improve attendance, promotion rates, and graduation rates. Decrease district drop-out rate. Continue the Missing Matadors Matter initiative to educate and engage parents and the community in student attendance. Provide support to secondary campuses to facilitate attendance interventions with Student Case Managers. <b>Staff Responsible for Monitoring:</b> Chief Student Services Officer	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide cultural arts opportunities for students K-12, including Ballet Folklorico. <b>Strategy's Expected Result/Impact:</b> Increase in participation in fine arts; increase in motivation to attend school; increase in student diversity in fine arts. <b>Staff Responsible for Monitoring:</b> Director of Fine Arts	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide Mental Health Supports to students at all SISD schools to encourage anti-bias, bully prevention, conflict resolution, suicide prevention, and violence prevention.. <b>Staff Responsible for Monitoring:</b> Director of Student Services	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Provide mental health services to students through Communities in Schools Site Coordinators at the high school, middle schools, and prioritized elementary campuses. <b>Staff Responsible for Monitoring:</b> Director of Student Services  <b>Funding Sources:</b> Contracted Services - 289 Title IV - 289.31.00.935.3.24.000.6299 - \$25,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Continue the Matador Challenge district-wide to encourage anti-bias, bully prevention, conflict resolution, suicide prevention, and violence prevention.	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

#### Performance Objective 4 Problem Statements:

### Demographics

**Problem Statement 3:** Most at risk students lacking financial resources need a safe environment to continue their learning after the traditional school day ends.

### Student Learning

**Problem Statement 4:** Student engagement is low in most secondary classrooms. **Root Cause:** Too many distractions, and low student motivation.






**Problem Statement 5:** Attendance is low on all secondary campuses. **Root Cause:** Students do not feel school is exciting so they opt out in class or they do not attend school on a regular basis.









**Problem Statement 10:** Students need after school programming that supports SEL and whole child development.

**Problem Statement 17:** Homeless, Foster Care, and Migrant students are not performing at the same academic rate as students that are not included in these sub-populations. **Root Cause:** Supports not effectively meeting the instructional needs of identified students.

**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 Objective 5:** By the end of the 2022-2023 school year, Seguin ISD will decrease out of class placements (ISS/Suspension/DAEP) by 10%.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide transition services and summer enrichment opportunities for at risk youth who are detained at the Juvenile Detention Center. <b>Strategy's Expected Result/Impact:</b> Reduction in recidivism. <b>Staff Responsible for Monitoring:</b> Director of Federal Programs  <b>Problem Statements:</b> Student Learning 6 <b>Funding Sources:</b> Transition Facilitator - 288 Title I D - \$50,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Enhance Adventure School programming for 6th grade students, as a transition support for students entering the middle school community. <b>Strategy's Expected Result/Impact:</b> Improve relationships between students and staff in an effort to increase effective and proactive support as students transition to the middle school. <b>Staff Responsible for Monitoring:</b> Director of Whole Child Initiatives  <b>Problem Statements:</b> Student Learning 4, 5, 10, 11 - District Processes & Programs 2, 13 - Perceptions 3 <b>Funding Sources:</b> Adventure School Supplies - 289 Title IV - 289.11.00.910.3.24.000.6399 - \$600	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Enhance transition programming for identified students entering into 9th grade. <b>Strategy's Expected Result/Impact:</b> Develop and improve targeted supports to students in need of additional support in the transition to high school. <b>Staff Responsible for Monitoring:</b> Director of Student Services  <b>Funding Sources:</b> Transition School Supplies - 289 Title IV - 289.11.00.910.3.24.000.6399 - \$15,000	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide a comprehensive system of PBIS at all campuses to encompass behavioral needs at all levels, from Tier 1 supports through special education behavioral programs. <b>Staff Responsible for Monitoring:</b> Director of Special Education Director of Student Services  <b>Results Driven Accountability</b>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Implement Restorative Practices district wide. All campuses will have a teacher/staff member who serves as a Restorative Practices Leader. <b>Strategy's Expected Result/Impact:</b> To increase the use of non-punitive discipline practices and decrease the use of ISS and OSS. <b>Staff Responsible for Monitoring:</b> Director of Student Services  <b>Problem Statements:</b> District Processes & Programs 2, 5, 10 - Perceptions 3 <b>Funding Sources:</b> Restorative Leader Stipends - 288 Title I D - \$2,500	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Implement Positive Behavior Interventions and Supports (PBIS) district wide. <b>Staff Responsible for Monitoring:</b> Director of Student Services.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Implement proactive measures to address substance use, such as increased education and monitoring of known usage areas. <b>Strategy's Expected Result/Impact:</b> Decrease substance use and vaping-related occurrences. <b>Staff Responsible for Monitoring:</b> Chief of Student Services. Director of Student Services.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 5 Problem Statements:

Student Learning
<b>Problem Statement 4:</b> Student engagement is low in most secondary classrooms. <b>Root Cause:</b> Too many distractions, and low student motivation.



### Student Learning

**Problem Statement 5:** Attendance is low on all secondary campuses. **Root Cause:** Students do not feel school is exciting so they opt out in class or they do not attend school on a regular basis.

**Problem Statement 6:** Newcomer students (SHS) are in need of a transition program or facilitator to introduce SISD offerings.

**Problem Statement 10:** Students need after school programming that supports SEL and whole child development.

**Problem Statement 11:** Students need more access to project based learning to keep them engaged in their academics.

### District Processes & Programs

**Problem Statement 2:** There is an increase in student behavior issues in both the elementary and secondary levels. **Root Cause:** Little PD is offered to support teachers with struggling students, and PBIS is not consistent across the secondary campuses.

**Problem Statement 5:** Special Education students are sent to disciplinary placements at a rate that is higher than their peers. **Root Cause:** The district has limited disciplinary options for students who have social emotional and behavioral disabilities and limited preventative (PBIS) options

**Problem Statement 10:** Discipline practices punish, rather than support, students impacted by trauma. **Root Cause:** We do not have a thorough understanding about the direct connection between trauma experiences, brain development, and behavioral problems.

**Problem Statement 13:** Seguin ISD offers unique learning experiences, but we have not expanded the opportunities to all students and at all levels. **Root Cause:** Low prioritization of whole child experiences.




### Perceptions






**Problem Statement 3:** There is an increase in student behavior issues in both the elementary and secondary levels. **Root Cause:** Little PD is offered to support teachers with struggling students, and PBIS is not consistent across the secondary campuses.

**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 Objective 6:** Ensure safety and security in an innovative environment that supports teaching and learning.

**High Priority**

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement Common Sense Education digital citizenship curriculum in grades K-8, including parent education events. <b>Staff Responsible for Monitoring:</b> Chief Technology Officer Digital Learning Coordinator	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Monitor digital safety of student online activity through Gaggle. Gaggle is an app that alerts campus administrators of possible student situations, including but not limited to self-harm, harm to others, or harmful family situations. <b>Strategy's Expected Result/Impact:</b> Increase in student safety; decrease in traumatic situations. <b>Staff Responsible for Monitoring:</b> Chief Technology Officer  <b>Funding Sources:</b> Gaggle Contracted Services - 289 Title IV - 289.52.00.937.3.24.000.6299	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Promote school safety by updating the Emergency Operations Plan, coordinating with local agencies, Safety and Security Committee meetings regularly three times per year, and holding monthly Safe and Supportive Schools Program meetings. <b>Strategy's Expected Result/Impact:</b> Provide annual staff training on dating violence, child abuse, ALICE active shooter protocols, Standard Response Protocols, Stop the Bleed, and district-wide student training on ALICE active shooter protocols in addition to practice drills. <b>Staff Responsible for Monitoring:</b> Chief Student Services Officer	Formative			Summative
	Nov	Jan	Mar	June
				








Strategy 4 Details	Reviews			
<b>Strategy 4:</b> In collaboration with SHAC, implement dating violence and sex trafficking awareness and prevention education with all stakeholders. <b>Strategy's Expected Result/Impact:</b> To increase awareness and education <b>Staff Responsible for Monitoring:</b> Director of Student Services Director of Whole Child Initiatives  <b>Problem Statements:</b> District Processes & Programs 10 - Perceptions 9	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

#### Performance Objective 6 Problem Statements:

District Processes & Programs
<b>Problem Statement 10:</b> Discipline practices punish, rather than support, students impacted by trauma. <b>Root Cause:</b> We do not have a thorough understanding about the direct connection between trauma experiences, brain development, and behavioral problems.
Perceptions
<b>Problem Statement 9:</b> Our teachers and staff are not fully able to recognize and respond to the needs of students experiencing crises related to mental health and trauma. <b>Root Cause:</b> Most teachers and staff have not been explicitly trained in how to support students experiencing a mental health crisis.

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

**Performance Objective 1:** By Spring of 2023, Campus staff surveys will show an above average organizational health index score for all Seguin ISD campuses.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide professional learning to all teachers of English learners on the components, purpose and instructional implications of TELPAS. <b>Strategy's Expected Result/Impact:</b> Teachers and administrators will have an increased understanding of the connection between TELPAS domains and Tier 1 instruction. <b>Staff Responsible for Monitoring:</b> Multilingual Coordinator  <b>Results Driven Accountability</b> <b>Problem Statements:</b> Student Learning 7	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Organization Health will be reviewed annually to gauge staff satisfaction. <b>Strategy's Expected Result/Impact:</b> Gauge staff satisfaction and adjust existing staff supports based on campus needs. <b>Staff Responsible for Monitoring:</b> Chief Human Resources Officer, Deputy Chief of Human Resources	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide professional learning opportunities including classroom materials and educational resources for middle and high school drama teachers. <b>Strategy's Expected Result/Impact:</b> Increase in teacher satisfaction. <b>Staff Responsible for Monitoring:</b> Director of Fine Arts  <b>Problem Statements:</b> Demographics 6 - Perceptions 1 <b>Funding Sources:</b> Professional Development - 289 Title IV - \$500	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**



Demographics
<b>Problem Statement 6:</b> Teacher turnover is above 18%. <b>Root Cause:</b> Teachers are experiencing burn out and don't feel supported; competition from neighboring districts.

<b>Student Learning</b>
<b>Problem Statement 7:</b> There is a disproportionate number of Emergent Bilingual students scoring at the Intermediate and Advanced levels on TELPAS, but not passing STAAR reading. <b>Root Cause:</b> There are not differentiated supports to meet the needs of Emergent Bilingual students.
<b>Perceptions</b>
<b>Problem Statement 1:</b> Teacher turnover is above 18%. <b>Root Cause:</b> Teachers are experiencing burn out and don't feel supported; competition from neighboring districts.

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

**Performance Objective 2:** By the end of the 2022-2023 school year, teacher turnover will decrease by 10% across the district.

**Evaluation Data Sources:** Human Resources retention reports.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide training and ESL certification test reimbursement for teachers who do not currently serve ESL students in their classroom. <b>Strategy's Expected Result/Impact:</b> An increase in the pool of ESL-certified teachers who provide Tier 1 instruction. <b>Staff Responsible for Monitoring:</b> Multilingual Coordinator  <b>Results Driven Accountability</b> <b>Problem Statements:</b> Student Learning 3, 7 <b>Funding Sources:</b> Certification test reimbursement - 263 Title III A - \$3,500	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide support to 0-2 year new hires through an assigned campus mentor, district meetings/pull-outs, and coaching from the New Teacher Support Specialist <b>Strategy's Expected Result/Impact:</b> An increase in the pool of veteran teachers who are trained mentors. Retention of teachers new to the profession. <b>Staff Responsible for Monitoring:</b> New Teacher Support Specialist Deputy Chief of Human Resources  <b>Problem Statements:</b> District Processes & Programs 6 <b>Funding Sources:</b> Substitutes for Mentor Program - 255 Title II - 255.11.00.xxx.3.24.000.6112 - \$35,000, Specialist - 255 Title II - 255.13.00.xxx.3.24.000.6119 - \$65,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide professional learning opportunities for district staff throughout the school year and summer. <b>Strategy's Expected Result/Impact:</b> An increase in content knowledge and best instructional practices that will allow teachers to provide Tier 1 instruction.	Formative			Summative
	Nov	Jan	Mar	June

**Staff Responsible for Monitoring:** Deputy Chief of Human Resources  
 Director of Special Education  
 Director of School Leadership

**Problem Statements:** District Processes & Programs 3, 6 - Perceptions 4



No Progress



Accomplished



Continue/Modify



Discontinue

## Performance Objective 2 Problem Statements:

### Student Learning

**Problem Statement 3:** Tier 1 instruction is not at the needed level of rigor to ensure student success at the secondary level. **Root Cause:** Teachers do not yet have access to, nor training required for High Quality Instructional Materials to create rigorous Tier 1 instructional materials/lessons/assessments.

**Problem Statement 7:** There is a disproportionate number of Emergent Bilingual students scoring at the Intermediate and Advanced levels on TELPAS, but not passing STAAR reading. **Root Cause:** There are not differentiated supports to meet the needs of Emergent Bilingual students.

### District Processes & Programs

**Problem Statement 3:** Student engagement is low in most secondary classrooms. **Root Cause:** Teachers need high quality instructional materials and PD to create rigorous Tier 1 instruction that is engaging for all students.






**Problem Statement 6:** New teachers need targeted and consistent training/ support to improve instructional strategies.

### Perceptions

**Problem Statement 4:** Student engagement is low in most secondary classrooms. **Root Cause:** Teachers need high quality instructional materials and PD to create rigorous Tier 1 instruction that is engaging for all students.

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

**Performance Objective 3:** Seguin ISD will maintain a competitive edge with salaries and compensation packets in relation to similarly sized districts in our surrounding area.







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Seguin ISD teacher salary scale will be reviewed annually to ensure competitiveness with neighboring districts. <b>Strategy's Expected Result/Impact:</b> Increased teacher satisfaction with compensation and overall teacher culture <b>Staff Responsible for Monitoring:</b> Chief Human Resources Officer	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				



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

**Performance Objective 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.

**Evaluation Data Sources:** Panorama survey data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide training to parents of English Learners to support their students' linguistic skills at home. <b>Strategy's Expected Result/Impact:</b> Increase in parental involvement. <b>Staff Responsible for Monitoring:</b> Multilingual Coordinator  <b>Results Driven Accountability</b> <b>Problem Statements:</b> Perceptions 2 <b>Funding Sources:</b> - 263 Title III A - 263.61.00.883.3.25.000.6499 - \$500	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide district-level coordination to campuses on parent & family engagement activities, including but not limited to participation in Parenting Partners, and attendance at the Statewide Parent Involvement Conference. <b>Strategy's Expected Result/Impact:</b> Increase in awareness of value and contribution of parents on all campuses. <b>Staff Responsible for Monitoring:</b> Director of Federal Programs  <b>Problem Statements:</b> Demographics 2 <b>Funding Sources:</b> - 211 Title I Parental Involvement - \$8,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Maintain a partnership with TPWD to offer Texas Outdoor Family (TOF) camping experiences. <b>Strategy's Expected Result/Impact:</b> Increase opportunities for parents and family to interact will school district staff. Build positive relationships with families. <b>Staff Responsible for Monitoring:</b> Director of Whole Child Initiatives  <b>Problem Statements:</b> Demographics 2 - Student Learning 10	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				




**Performance Objective 1 Problem Statements:**








<b>Demographics</b>
<b>Problem Statement 2:</b> Parent and community participation in district-wide committees is limited. <b>Root Cause:</b> District committees are not relevant to parents' needs; parents feel outnumbered and intimidated by educators and are uncomfortable voicing their opinions.
<b>Student Learning</b>
<b>Problem Statement 10:</b> Students need after school programming that supports SEL and whole child development.
<b>Perceptions</b>
<b>Problem Statement 2:</b> All campuses are struggling to meet the targets in the Closing the Gaps domain. <b>Root Cause:</b> We have many consistently under performing student groups.

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

**Performance Objective 2:** By 2023, SISD will improve the district's image as measured by Net Promoter score in Vision Week survey data.

**Evaluation Data Sources:** Vision Week survey data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> By June 2023, Seguin ISD will offer a minimum of five nonacademic community engagement opportunities for all district stakeholders. <b>Strategy's Expected Result/Impact:</b> Improve the district image, as measured by the Net Promoter Score <b>Staff Responsible for Monitoring:</b> Director of Student Services  <b>Problem Statements:</b> Demographics 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide administrative supports to district/campus staff, parents/families/community, and participating Private Non-Profit (PNP) schools. <b>Strategy's Expected Result/Impact:</b> Funds spent on allowable expenses; funds spent in a timely manner; PNP and parent involvement requirements met. <b>Staff Responsible for Monitoring:</b> Director of Federal Programs  <b>Funding Sources:</b> SSA Agreement with ESC 20 - 211 Title I - \$22,000, Professional Development - 255 Title II - \$12,000, - 289 Title IV - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide administration support for all ESSA programs, including homeless and parent involvement <b>Strategy's Expected Result/Impact:</b> Improvement in basic programs <b>Staff Responsible for Monitoring:</b> Director of Federal Programs  <b>Funding Sources:</b> FTE, contracted services - 211 Title I - \$78,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Collaborate with community organizations including the Mid-Texas Symphony, TLU Community Music Academy, Texas Lutheran University, Seguin Art League, Guadalupe County Fair Association, and the City of Seguin Main Street program to maximize partnership opportunities. <b>Strategy's Expected Result/Impact:</b> Increase in positive school-community relationships. <b>Staff Responsible for Monitoring:</b> Director of Fine Arts	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> By Summer 2023 ACE will offer four Family Events at each campus to help families connect and establish a sense of belonging to Seguin ISD. <b>Strategy's Expected Result/Impact:</b> Increase family engagement <b>Staff Responsible for Monitoring:</b> ACE Director ACE Family Engagement Coordinator	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Showcase student, staff, campus and districts through ever-evolving social media outlets. <b>Strategy's Expected Result/Impact:</b> Establish Seguin ISD as a Destination District. <b>Staff Responsible for Monitoring:</b> Chief Communications	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Nurture relationships with local and regional media to market the district's student-centered programs and initiatives. <b>Strategy's Expected Result/Impact:</b> Maximize the district's image within the community, region and state. <b>Staff Responsible for Monitoring:</b> Chief Communications Officer	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

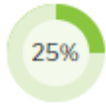








## Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 2:</b> Parent and community participation in district-wide committees is limited. <b>Root Cause:</b> District committees are not relevant to parents' needs; parents feel outnumbered and intimidated by educators and are uncomfortable voicing their opinions.

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

**Performance Objective 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.

**Evaluation Data Sources:** Panorama survey data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Weekly, promote at least one campus based parent event on district social media. <b>Strategy's Expected Result/Impact:</b> Increase parental involvement in their child's campus through improved communication. <b>Staff Responsible for Monitoring:</b> Chief Communications Officer  <b>Problem Statements:</b> Demographics 2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Monthly, provide campus administrators with ideas for family- and parent-friendly engagement activities. <b>Strategy's Expected Result/Impact:</b> Increase parental involvement in their child's campus through improved communication. <b>Staff Responsible for Monitoring:</b> Chief Communications Officer  <b>Problem Statements:</b> Demographics 2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide monthly meeting opportunities for campus communications liaisons for training and to discuss best practices. <b>Strategy's Expected Result/Impact:</b> Increase parental involvement in their child's campus through improved communication. <b>Staff Responsible for Monitoring:</b> Chief Communications Officer  <b>Problem Statements:</b> Demographics 2	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				




**Performance Objective 3 Problem Statements:**




<b>Demographics</b>
<b>Problem Statement 2:</b> Parent and community participation in district-wide committees is limited. <b>Root Cause:</b> District committees are not relevant to parents' needs; parents feel outnumbered and intimidated by educators and are uncomfortable voicing their opinions.

**Goal 7:** 80% or more of SISD students will be enrolled in a campus that is rated A or B by August 2025.





**Performance Objective 1:** By 2023, SISD will not have any "D or F" rated schools.







**Evaluation Data Sources:** Accountability data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide supplemental curricula, instructional materials, software and assessment procedures for Emergent Bilingual students. <b>Strategy's Expected Result/Impact:</b> Improved language proficiency scores as well as STAAR scores, specifically in Reading. <b>Staff Responsible for Monitoring:</b> Multilingual Coordinator  <b>Results Driven Accountability</b> <b>Problem Statements:</b> Student Learning 7 <b>Funding Sources:</b> ESL and DL aides - 263 Title III A - 211.11.DR.XXX.3.25.000.6129 - \$68,000, Estrellita, Summit K12, iLit (Savaas) - 263 Title III A - 211.11.00.885.3.25.000.6399 - \$19,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Identify students who are at-risk for academic failure and/or dropping out of school or who are economically disadvantaged, and provide them with supplemental instruction/support and timely interventions. <b>Strategy's Expected Result/Impact:</b> Gap between at-risk and non-at-risk student performance and drop-outs reduced. Gap between economically disadvantaged and non-economically student performance and drop-outs reduced. <b>Staff Responsible for Monitoring:</b> Director of State and Federal Accountability	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide supplemental professional development to teachers, administrators, instructional paraprofessionals, parents/families focused on students with diverse learning needs, including students with disabilities, language learning needs, economically disadvantaged, and at risk. <b>Strategy's Expected Result/Impact:</b> Improved student performance by enhancing teacher performance and student understanding. <b>Staff Responsible for Monitoring:</b> Director of Special Education Director of School Leadership Director of Federal Programs  <b>Results Driven Accountability</b>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide targeted and effective instructional strategies and supports to students with diverse learning needs, including students in special education, dyslexia programs, and multilingual programs. <b>Strategy's Expected Result/Impact:</b> Increased student performance for targeted student groups. <b>Staff Responsible for Monitoring:</b> Director of Special Education Multilingual Coordinator  <b>Results Driven Accountability</b>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Identify SPED students and provide them with supplemental instruction/support and timely interventions. <b>Strategy's Expected Result/Impact:</b> Improvement in student performance. <b>Staff Responsible for Monitoring:</b> Director of Special Education	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Educators will provide academic intervention in math and reading on each district elementary/secondary campus. <b>Strategy's Expected Result/Impact:</b> Students will move one performance level on summative assessments and show continuous growth and achievement on formative assessments. <b>Staff Responsible for Monitoring:</b> Director of School Leadership Principal Assistant Principal(s) Associate Principal Academic Dean Leads Classroom Teachers  <b>Problem Statements:</b> Student Learning 3	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 7 Details	Reviews			
<b>Strategy 7:</b> District and campus leaders will continue in leadership development programs to support highly effective campus leaders. <b>Strategy's Expected Result/Impact:</b> 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 promote and engage in common actions and language involving HQIM and its implementation <b>Staff Responsible for Monitoring:</b> Director of School Leadership Principals Associate Principals Assistant Principals Academic Deans District Coordinators  <b>Problem Statements:</b> Student Learning 3	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Provide instructional support to teachers for continuous improvement in the digital learning environment. <b>Strategy's Expected Result/Impact:</b> Increased capacity in the use of instructional technology. <b>Staff Responsible for Monitoring:</b> Chief Technology Officer Digital Learning Coordinator	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Create professional learning experiences that will yield innovative and engaging classroom experiences by continuing to implement and monitor Professional Learning Communities at all campuses through the use of a district handbook and district guided job-embedded professional development. <b>Strategy's Expected Result/Impact:</b> Increase instructional capacity of all teachers who participate in a PLC. <b>Staff Responsible for Monitoring:</b> Deputy Chief of Innovation & Learning	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Provide instruction that is engaging, relevant, and collaborative to meet the needs of all by developing district expectations for providing timely, meaningful, and action-driven feedback to teachers that focuses on teacher growth and development . <b>Strategy's Expected Result/Impact:</b> Increased teachers instructional capacity in providing engaging lessons. <b>Staff Responsible for Monitoring:</b> Deputy Chief of Innovation & Learning	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 11 Details	Reviews			
<b>Strategy 11:</b> The LLI department will improve communication and outline expectations by producing district-level handbooks on RtI/MTSS (Academics & Behavior), Assessment, Grading, & Reporting, PLC/Rigor & Relevance, and SEL Implementation. Handbooks will be vetted by campus administrators and teachers. Training will be provided to campus leadership teams during Leadership Summit. <b>Strategy's Expected Result/Impact:</b> Improved communication <b>Staff Responsible for Monitoring:</b> Deputy Chief of Innovation & Learning	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Implement COVID Learning Recovery Plan utilizing ESSER II and ESSER III funds <b>Strategy's Expected Result/Impact:</b> Decrease Learning Loss as evidenced on increase in student performance on STAAR. <b>Staff Responsible for Monitoring:</b> Deputy Superintendent; Director of Federal Programs  <b>Results Driven Accountability</b> <b>Problem Statements:</b> Student Learning 1 <b>Funding Sources:</b> - ESSER II - \$1,984,000, - ESSER III - \$5,611,000	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> District math scores have fallen below the state level for several years. <b>Root Cause:</b> High Quality Instructional Materials (HQIM) is needed for proper Tier 1 math instruction, including training & monitoring of fidelity.
<b>Problem Statement 3:</b> Tier 1 instruction is not at the needed level of rigor to ensure student success at the secondary level. <b>Root Cause:</b> Teachers do not yet have access to, nor training required for High Quality Instructional Materials to create rigorous Tier 1 instructional materials/lessons/assessments.
<b>Problem Statement 7:</b> There is a disproportionate number of Emergent Bilingual students scoring at the Intermediate and Advanced levels on TELPAS, but not passing STAAR reading. <b>Root Cause:</b> There are not differentiated supports to meet the needs of Emergent Bilingual students.

# RDA Strategies

Goal	Objective	Strategy	Description
4	4	1	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.
4	4	3	Monitor attendance and academic performance of identified Homeless, Foster Care, Migrant, and Military-Connected students.
4	5	4	Provide a comprehensive system of PBIS at all campuses to encompass behavioral needs at all levels, from Tier 1 supports through special education behavioral programs.
5	1	1	Provide professional learning to all teachers of English learners on the components, purpose and instructional implications of TELPAS.
5	2	1	Provide training and ESL certification test reimbursement for teachers who do not currently serve ESL students in their classroom.
6	1	1	Provide training to parents of English Learners to support their students' linguistic skills at home.
7	1	1	Provide supplemental curricula, instructional materials, software and assessment procedures for Emergent Bilingual students.
7	1	3	Provide supplemental professional development to teachers, administrators, instructional paraprofessionals, parents/families focused on students with diverse learning needs, including students with disabilities, language learning needs, economically disadvantaged, and at risk.
7	1	4	Provide targeted and effective instructional strategies and supports to students with diverse learning needs, including students in special education, dyslexia programs, and multilingual programs.
7	1	12	Implement COVID Learning Recovery Plan utilizing ESSER II and ESSER III funds

# State Compensatory

## Budget for District Improvement Plan

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 4.95

**Brief Description of SCE Services and/or Programs**

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## Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Bittings, Nikki	Chief Student Support	0.75
Borden, Cynthia	Director State & Fed Accountability	0.6
Gonzales, Armando	Coordinator	0.75
Martinez, Sara	Coordinator	1
Polanco, Sandra	Secretary	0.6
Ramirez Dominguez, Guadalupe	Coordinator	0.75
Vella, Nilda	Coordinator	0.5

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Borden, Cynthia	Director	Federal Programs	.4
Cuevas, Teresa	Homeless Specialist	Homeless	.9
Polanco, Sandra	Secretary to Director	Federal Programs	.4

# District Funding Summary

211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Dual Language Interventionists & Aides FTEs	211.11.00.XXX.3.24.000.61x9	\$326,000.00
6	2	2	SSA Agreement with ESC 20		\$22,000.00
6	2	3	FTE, contracted services		\$78,000.00
Sub-Total					\$426,000.00
Budgeted Fund Source Amount					\$545,500.00
+/- Difference					\$119,500.00
211 Title I Parental Involvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	2			\$8,000.00
Sub-Total					\$8,000.00
Budgeted Fund Source Amount					\$8,000.00
+/- Difference					\$0.00
212 Title I C					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$11,392.00
+/- Difference					\$11,392.00
288 Title I D					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	5	1	Transition Facilitator		\$50,000.00
4	5	5	Restorative Leader Stipends		\$2,500.00
Sub-Total					\$52,500.00
Budgeted Fund Source Amount					\$61,201.00
+/- Difference					\$8,701.00

255 Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	2	Specialist	255.13.00.xxx.3.24.000.6119	\$65,000.00
5	2	2	Substitutes for Mentor Program	255.11.00.xxx.3.24.000.6112	\$35,000.00
6	2	2	Professional Development		\$12,000.00
Sub-Total					\$112,000.00
Budgeted Fund Source Amount					\$292,809.00
+/- Difference					\$180,809.00
263 Title III A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	Certification test reimbursement		\$3,500.00
6	1	1		263.61.00.883.3.25.000.6499	\$500.00
7	1	1	ESL and DL aides	211.11.DR.XXX.3.25.000.6129	\$68,000.00
7	1	1	Estrellita, Summit K12, iLit (Savaas)	211.11.00.885.3.25.000.6399	\$19,000.00
Sub-Total					\$91,000.00
Budgeted Fund Source Amount					\$78,189.00
+/- Difference					-\$12,811.00
206 - TEHCY (Homeless)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	4	1	Instructional Support, CCMR, emergency clothing, parental involvement		\$27,280.00
Sub-Total					\$27,280.00
Budgeted Fund Source Amount					\$27,280.00
+/- Difference					\$0.00
289 Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	2	Stipends		\$3,500.00
4	2	4	Panorama License	289.31.00.935.3.24.000.6399	\$25,000.00
4	4	2	Stipends, supplies		\$10,000.00
4	4	7	Contracted Services	289.31.00.935.3.24.000.6299	\$25,000.00
4	5	2	Adventure School Supplies	289.11.00.910.3.24.000.6399	\$600.00
4	5	3	Transition School Supplies	289.11.00.910.3.24.000.6399	\$15,000.00
4	6	2	Gaggle Contracted Services	289.52.00.937.3.24.000.6299	\$0.00

289 Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	3	Professional Development		\$500.00
6	2	2			\$5,000.00
Sub-Total					\$84,600.00
Budgeted Fund Source Amount					\$121,528.00
+/- Difference					\$36,928.00
ARP Homeless I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	4	1	Resources for homeless		\$54,560.00
Sub-Total					\$54,560.00
Budgeted Fund Source Amount					\$54,560.00
+/- Difference					\$0.00
ARP Homeless II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	4	1	Staffing & emergency resources		\$80,006.00
Sub-Total					\$80,006.00
Budgeted Fund Source Amount					\$80,006.00
+/- Difference					\$0.00
ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	12			\$1,984,000.00
Sub-Total					\$1,984,000.00
Budgeted Fund Source Amount					\$1,984,000.00
+/- Difference					\$0.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Math/Reading Interventionists (Elem)		\$511,000.00
7	1	12			\$5,611,000.00
Sub-Total					\$6,122,000.00
Budgeted Fund Source Amount					\$6,122,000.00
+/- Difference					\$0.00



ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Grand Total Budgeted					\$9,386,465.00
Grand Total Spent					\$9,041,946.00
+/- Difference					\$344,519.00

# Addendums

Texas Education Agency  
**2022 STAAR Performance**  
**SEGUIN ISD (094901) - GUADALUPE COUNTY**

**Calculation Report**

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	4,400	3,564	1,603	1,075	10,642	
Approaches GL or Above	2,811	2,090	1,056	715	6,672	63%
Meets GL or Above	1,721	969	545	412	3,647	34%
Masters GL	698	348	197	203	1,446	14%
Total Percentage Points						111%
<b>Component Score</b>						<b>37</b>

Texas Education Agency  
2022 STAAR Performance  
SEGUIN ISD (094901) - GUADALUPE COUNTY

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
<b>All Subjects</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	63%	59%	59%	76%	71%	52%	57%	64%	58%	46%	49%	34%	64%	62%	66%
At Meets GL Standard or Above	34%	29%	29%	50%	43%	48%	43%	41%	29%	18%	20%	16%	30%	33%	38%
At Masters GL Standard	14%	9%	11%	23%	7%	29%	0%	16%	10%	6%	7%	5%	12%	13%	15%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	6,672	275	4,467	1,795	10	11	4	87	4,512	582	677	556	90	5,158	1,514
At Meets GL Standard or Above	3,647	137	2,231	1,191	6	10	3	56	2,245	230	275	270	42	2,773	874
At Masters GL Standard	1,446	44	818	550	1	6	0	22	779	80	99	82	17	1,088	358
Total Tests	10,642	466	7,586	2,366	14	21	7	137	7,787	1,258	1,387	1,654	140	8,331	2,311
<b>Participation</b>															
% participation 2020-21	89%	88%	88%	92%	86%	83%	71%	93%	88%	90%	90%	89%	99%	89%	89%
% participation 2021-22	98%	98%	98%	99%	100%	100%	100%	97%	98%	99%	99%	98%	100%	98%	98%
<b>ELA/Reading</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	64%	63%	60%	76%	83%	43%	*	59%	59%	45%	48%	31%	65%	63%	65%
At Meets GL Standard or Above	39%	35%	34%	55%	83%	43%	*	42%	33%	20%	22%	17%	35%	38%	43%
At Masters GL Standard	16%	13%	13%	26%	17%	14%	*	19%	12%	7%	9%	6%	17%	15%	18%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	2,811	121	1,891	744	**	3	*	35	1,915	236	279	216	39	2,190	621
At Meets GL Standard or Above	1,721	67	1,074	541	**	3	*	25	1,074	106	129	115	21	1,309	412
At Masters GL Standard	698	25	408	250	**	1	*	11	391	39	51	39	10	529	169
Total Tests	4,400	192	3,139	977	**	7	*	59	3,223	526	578	691	60	3,449	951
<b>Participation</b>															
% participation 2020-21	88%	90%	87%	92%	86%	73%	*	92%	87%	90%	90%	88%	100%	89%	87%
% participation 2021-22	98%	99%	98%	99%	100%	100%	*	96%	98%	100%	100%	98%	100%	98%	98%
<b>Mathematics</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	59%	50%	55%	72%	*	63%	*	69%	54%	49%	51%	33%	63%	57%	64%
At Meets GL Standard or Above	27%	22%	23%	41%	*	50%	*	40%	23%	18%	19%	16%	27%	26%	32%
At Masters GL Standard	10%	5%	7%	18%	*	38%	*	13%	7%	6%	7%	4%	12%	9%	12%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	2,090	75	1,402	568	*	5	*	31	1,418	224	256	194	32	1,589	501
At Meets GL Standard or Above	969	33	583	327	*	4	*	18	608	82	94	91	14	721	248
At Masters GL Standard	348	7	188	142	*	3	*	6	191	29	33	21	6	257	91

Texas Education Agency  
2022 STAAR Performance  
SEGUIN ISD (094901) - GUADALUPE COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Total Tests	3,564	151	2,548	791	*	8	*	45	2,643	456	504	580	51	2,782	782
<b>Participation</b>															
% participation 2020-21	89%	86%	89%	92%	86%	80%	*	95%	89%	91%	90%	89%	97%	89%	91%
% participation 2021-22	98%	99%	98%	99%	*	100%	*	98%	98%	99%	99%	99%	100%	98%	98%
<b>Science</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	66%	68%	61%	82%	*	*	*	63%	61%	48%	51%	39%	67%	65%	70%
At Meets GL Standard or Above	34%	29%	28%	54%	*	*	*	42%	28%	18%	20%	16%	29%	34%	35%
At Masters GL Standard	12%	7%	10%	22%	*	*	*	16%	9%	5%	6%	6%	5%	12%	14%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	1,056	52	698	287	*	*	*	12	724	88	104	99	14	797	259
At Meets GL Standard or Above	545	22	321	191	*	*	*	8	328	33	41	41	6	415	130
At Masters GL Standard	197	5	111	77	*	*	*	3	103	10	12	14	1	144	53
Total Tests	1,603	76	1,143	351	*	*	*	19	1,179	183	205	252	21	1,232	371
<b>Participation</b>															
% participation 2020-21	87%	88%	86%	92%	*	100%	-	87%	86%	87%	87%	86%	100%	88%	85%
% participation 2021-22	97%	99%	95%	99%	*	*	*	100%	96%	97%	97%	97%	100%	97%	96%
<b>Social Studies</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	67%	57%	63%	79%	*	*	*	64%	61%	37%	38%	36%	63%	67%	64%
At Meets GL Standard or Above	38%	32%	33%	53%	*	*	*	36%	32%	10%	11%	18%	13%	38%	41%
At Masters GL Standard	19%	15%	15%	33%	*	*	*	14%	13%	2%	3%	6%	0%	18%	22%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	715	27	476	196	*	*	*	9	455	34	38	47	5	582	133
At Meets GL Standard or Above	412	15	253	132	*	*	*	5	235	9	11	23	1	328	84
At Masters GL Standard	203	7	111	81	*	*	*	2	94	2	3	8	0	158	45
Total Tests	1,075	47	756	247	*	*	*	14	742	93	100	131	8	868	207
<b>Participation</b>															
% participation 2020-21	92%	90%	92%	92%	*	*	*	90%	91%	85%	89%	94%	100%	92%	92%
% participation 2021-22	98%	96%	99%	98%	*	*	*	100%	98%	100%	100%	99%	100%	99%	96%

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\* When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

Texas Education Agency  
**2022 College, Career, and Military Readiness**  
**SEGUIN ISD (094901) - GUADALUPE COUNTY**

**Calculation Table**

	Annual Graduates	
	Count	Percentage
Total		
Total graduates	451	
Total credit for CCMR criteria	181	40%

**Data Table**

	Annual Graduates	
	Count	Percentage
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	116	26%
TSI Criteria - ELA/Reading		
Met TSI criteria for at least one indicator in ELA/Reading	258	57%
Met TSI assessment criteria	238	53%
Met ACT criteria	6	1%
Met SAT criteria	73	16%
Earned credit for a college prep course	22	5%
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	122	27%
Met TSI assessment criteria	117	26%
Met ACT criteria	5	1%
Met SAT criteria	47	10%
Earned credit for a college prep course	4	1%
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	44	10%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	102	23%
Industry-Based Certifications		
Earned an industry-based certification from approved list	38	8%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	-	-
Associate Degree		
Earning an associate degree by August 31 immediately following high school graduation	16	4%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	-	-
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	10	2%
Special Ed with Advanced Diploma Plan		
Received special education services and earned an advanced diploma plan	5	1%
U.S. Armed Forces*		
Enlisted in the U.S. Armed Forces	N/A	N/A

- Indicates there are no students in the group.

\* Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17-19 released by the United States Department of Defense and TSDS PEIMS military enlistment data, military enlistment data is excluded from accountability calculations.

Texas Education Agency  
**2022 Graduation Rate**  
**SEGUIN ISD (094901) - GUADALUPE COUNTY**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL+	Special Ed
<b>4-Year Graduation Rate (Gr 9-12): Class of 2021</b>											
% Graduated	89.5%	58.8%	90.3%	91.1%	-	*	-	*	92.4%	90.0%	76.3%
# Graduated	408	10	280	113	-	*	-	*	220	27	29
Total in Class	456	17	310	124	-	*	-	*	238	30	38
<b>5-Year Extended Graduation Rate (Gr 9-12): Class of 2020</b>											
% Graduated	91.6%	86.2%	90.9%	94.4%	-	*	*	*	96.3%	86.4%	76.7%
# Graduated	438	25	270	135	-	*	*	*	263	19	33
Total in Class	478	29	297	143	-	*	*	*	273	22	43
<b>6-Year Extended Graduation Rate (Gr 9-12): Class of 2019</b>											
% Graduated	95.3%	95.7%	95.2%	95.3%	-	*	-	100.0%	96.3%	95.8%	85.7%
# Graduated	469	22	298	141	-	*	-	**	261	23	48
Total in Class	492	23	313	148	-	*	-	**	271	24	56
<b>Annual Dropout Rate (Gr 9-12): SY 2020-21</b>											
% Dropped Out	0.6%	5.7%	0.3%	0.4%	*	0.0%	*	4.0%	0.5%	0.7%	0.3%
% Dropped Out - Conversion	94.0%										
# Dropped Out	14	6	5	2	*	0	*	1	7	1	1
# of Students	2,215	105	1,514	559	*	7	*	25	1,316	149	286

+ Ever HS EB/ELs are included in the graduation rate. Annual Dropouts are current EB/ELs only.

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\* When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

Texas Education Agency  
2022 Closing the Gaps  
SEGUIN ISD (094901) - GUADALUPE COUNTY

Calculation Report

indicator	Total Met	Total Evaluated	% Met	Weight	Score
Academic Achievement	3	22	14%	50%	7.0
Graduation Status	4	6	67%	10%	6.7
ELP Status	0	1	0%	10%	0.0
School Quality Status	0	8	0%	30%	0.0
<b>Closing the Gaps Score</b>					<b>14</b>

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
<b>Academic Achievement Status</b>																
<b>ELA/Reading Target</b>	<b>44%</b>	<b>32%</b>	<b>37%</b>	<b>60%</b>	<b>43%</b>	<b>74%</b>	<b>45%</b>	<b>56%</b>	<b>33%</b>	<b>29%</b>	<b>19%</b>	<b>36%</b>	<b>46%</b>	<b>42%</b>		
<b>Target Met</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>No</b>				<b>No</b>	<b>Yes</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>Yes</b>		
% at Meets GL Standard or Above	39%	35%	34%	55%	83%	43%	*	42%	33%	22%	17%	35%	38%	43%		
# at Meets GL Standard or Above	1,721	67	1,074	541	**	3	*	25	1,074	129	115	21	1,309	412		
Total Tests (Adjusted)	4,400	192	3,139	977	**	7	*	59	3,223	578	691	60	3,449	951		
<b>Mathematics Target</b>	<b>46%</b>	<b>31%</b>	<b>40%</b>	<b>59%</b>	<b>45%</b>	<b>82%</b>	<b>50%</b>	<b>54%</b>	<b>36%</b>	<b>40%</b>	<b>23%</b>	<b>44%</b>	<b>47%</b>	<b>45%</b>		
<b>Target Met</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>				<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>		
% at Meets GL Standard or Above	27%	22%	23%	41%	*	50%	*	40%	23%	19%	16%	27%	26%	32%		
# at Meets GL Standard or Above	969	33	583	327	*	4	*	18	608	94	91	14	721	248		
Total Tests (Adjusted)	3,564	151	2,548	791	*	8	*	45	2,643	504	580	51	2,782	782		
<b>Total Indicators</b>															<b>3</b>	<b>22</b>
<b>Growth Status</b>																
<b>ELA/Reading Target</b>	<b>66%</b>	<b>62%</b>	<b>65%</b>	<b>69%</b>	<b>67%</b>	<b>77%</b>	<b>67%</b>	<b>68%</b>	<b>64%</b>	<b>64%</b>	<b>59%</b>	<b>65%</b>	<b>66%</b>	<b>67%</b>		
<b>Target Met</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>				<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>		
Academic Growth Score	71%	66%	70%	73%	*	40%	*	69%	69%	66%	58%	79%	70%	74%		
Growth Points	1,733.5	73.0	1,221.5	404.5	*	2.0	*	23.5	1,244.5	210.0	224.5	28.5	1,396.0	337.5		
Total Tests	2,458	111	1,740	557	*	5	*	34	1,806	318	386	36	2,003	455		
<b>Mathematics Target</b>	<b>71%</b>	<b>67%</b>	<b>69%</b>	<b>74%</b>	<b>71%</b>	<b>86%</b>	<b>74%</b>	<b>73%</b>	<b>68%</b>	<b>68%</b>	<b>61%</b>	<b>70%</b>	<b>71%</b>	<b>70%</b>		
<b>Target Met</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>				<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>		
Academic Growth Score	55%	48%	54%	59%	*	50%	*	54%	53%	56%	49%	50%	54%	57%		
Growth Points	1,255.0	47.0	892.0	293.5	*	2.5	*	13.5	926.5	183.0	183.5	17.0	1,001.5	253.5		
Total Tests	2,294	98	1,656	500	*	5	*	25	1,738	329	377	34	1,851	443		
<b>Total Indicators</b>															<b>10</b>	<b>22</b>



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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Graduation Rate Status																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met	No		Yes (3)	No					Yes (2)	Yes (2)	Yes (3)					
2020 % Graduated	88.7%	80.0%	88.4%	91.7%	-	-	-	-	90.8%	-	68.2%					
2021 % Graduated	89.1%	58.8%	89.5%	91.4%	-	*	-	*	91.9%	90.3%	78.0%					
2021 # Graduated	423	10	291	117	-	*	-	*	228	28	32					
2021 Total in Class	475	17	325	128	-	*	-	*	248	31	41					
Total Indicators															4	6
English Language Proficiency Status																
Target										36%						
Target Met										No						
TELPAS Progress Rate										33%						
TELPAS Progress										215						
TELPAS Total										647						
Total Indicators															0	1
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	No	No	No	No				No	No	No	No	No	No	No		
STAAR Component Score	37	32	33	50	40	43	33	40	32	25	18	35	36	40		
% at Approaches GL Standard or Above	63%	59%	59%	76%	71%	52%	57%	64%	58%	49%	34%	64%	62%	66%		
% at Meets GL Standard or Above	34%	29%	29%	50%	43%	48%	43%	41%	29%	20%	16%	30%	33%	38%		
% at Masters GL Standard	14%	9%	11%	23%	7%	29%	0%	16%	10%	7%	5%	12%	13%	15%		
Total Tests	10,642	466	7,586	2,366	14	21	7	137	7,787	1,387	1,654	140	8,331	2,311		
Total Indicators															0	11
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met	No		No	No					No	No	No		No	No		
% Students Meeting CCMR	38%	27%	33%	54%	-	*	*	*	31%	18%	26%	*	41%	26%		
# Students Meeting CCMR	181	4	109	68	-	*	*	*	82	6	17	*	158	23		
Total Students	478	15	330	126	-	*	*	*	261	34	66	*	389	89		
Total Indicators															0	8
Participation 2020-21																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	88%	90%	87%	92%	86%	73%	*	92%	87%	90%	88%	100%	89%	87%		
# Participants	3,847	183	2,694	904	**	11	*	46	2,517	574	551	47	2,976	871		

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Total Met	Total Evaluated
Total Tests	4,359	203	3,094	986	**	15	*	50	2,889	638	628	47	3,355	1,004		
<b>Mathematics</b>																
% Participation	89%	86%	89%	92%	86%	80%	*	95%	89%	90%	89%	97%	89%	91%		
# Participants	3,133	147	2,227	705	**	8	*	38	2,117	460	490	38	2,404	729		
Total Tests	3,513	170	2,513	770	**	10	*	40	2,383	509	548	39	2,711	802		
<b>Participation 2021-22</b>																
<b>Target</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>		
<b>ELA/Reading</b>																
% Participation	98%	99%	98%	99%	100%	100%	*	96%	98%	100%	98%	100%	98%	98%		
# Participants	4,661	201	3,315	1,016	**	7	*	65	3,328	656	726	73	3,511	1,150		
Total Tests	4,736	204	3,375	1,025	**	7	*	68	3,392	659	742	73	3,566	1,170		
<b>Mathematics</b>																
% Participation	98%	99%	98%	99%	*	100%	*	98%	98%	99%	99%	100%	98%	98%		
# Participants	3,745	157	2,659	821	*	8	*	50	2,712	537	602	62	2,822	923		
Total Tests	3,819	159	2,718	833	*	8	*	51	2,765	543	609	62	2,877	942		

\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\* When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

+ Ever HS EB/ELs are included in the Federal Graduation Rate.

Yes (1) Indicates the student group met the four-year long-term graduation rate target of 94.0% and demonstrated improvement of at least 0.1% over the Class of 2015 statewide baseline rate.

Yes (2) Indicates the student group met the four-year interim graduation rate target of 90.0% and demonstrated improvement of at least 0.1% over the prior year rate.

Yes (3) Indicates the student group met its four-year graduation rate growth target.

- Indicates there are no students in the group.



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## 2022-2023 SC5600 Comprehensive Local Needs Assessment

### SC5600

### SC5600 - Comprehensive Local Needs Assessment

#### Purpose

One of the most significant changes introduced in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is the new comprehensive local needs assessment (CLNA).

The law states, "To be eligible to receive financial assistance under this part, an eligible recipient shall— (A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and (B) not less than once every 2 years, update such comprehensive local needs assessment."

#### ESC and TEA Review

☒ ESC Review Complete

TEA Review Status: Approved

## Part 1: Applicant Designation

#### Intention to Apply for Funds

Funding Source	Apply on Own	Apply as Fiscal Agent of SSA	Not Apply at All	Apply as Member of SSA
1. Perkins V Formula Grant	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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## Part 2: Student Performance

### Evaluate student performance on federal accountability indicators.

1. Identify the Perkins performance accountability indicator targets not being met at the LEA level.

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> 1S1: Four-Year Graduation Rate                     | <input type="checkbox"/> 3S1: Postsecondary Placement   |
| <input checked="" type="checkbox"/> 1S2: Extended Graduation Rate                      | <input checked="" type="checkbox"/> 4S1: Non-traditional Program Enrollment                                       |
| <input checked="" type="checkbox"/> 2S1: Academic Proficiency in Reading/Language Arts | <input checked="" type="checkbox"/> 5S1: Attained Recognized Postsecondary Credential                             |
| <input checked="" type="checkbox"/> 2S2: Academic Proficiency in Mathematics           | <input checked="" type="checkbox"/> 5S4: CTE Completer  |
| <input checked="" type="checkbox"/> 2S3: Academic Proficiency in Science               | <input type="checkbox"/> All Perkins performance accountability indicator targets have been met at the LEA level. |

2. ☒ 2022-2023 LEA baseline data and state baseline data have been reviewed in TEAL and LEA will include strategies for improvement in the local application that address areas of low performance.

3. Compare the performance of CTE Learners with non-CTE Learners on accountability indicators. Include possible explanations for any differences.

When comparing CTE Learners with Non-CTE Learners on accountability indicators, our district's CTE Learners outperformed Non-CTE Learners on all indicators with the exception of 5S1 (Attained Recognized Post-Secondary Credential). The reason for the low performance of CTE Learners is that students went completely remote in March of 2020 without advance notice due to COVID19 and did not return to in-person instruction until September of that year. The CTE-based certifications that qualify for 5S1 are completed in an in-person setting at the end of the school year. Our non-CTE Learners include students in our Early College High School who were still able to complete their courses online and earn their Associates Degree.

TEA Use Only

CTE Review: ☒ Accept ☐ Decline Pending Edits

4. Compare the performance of each special population in the CTE program with the performance of all CTE Learners at the LEA level. List the strategies to be implemented that will address the underperformance within special populations.

CTEL = CTE Learners  
CTEL w/Disabilities performed lower than all CTETL in the following indicators: All indicators  
CTE English Learners performed lower than all CTETL in the following indicators: 1S1,2S1,2S2,2S3,3S1,4S1,5S1  
CTEL from Economically Disadvantaged Families performed lower than all CTETL in the following indicators: 2S1,2S2,2S3,3S1,4S1,5S1  
CTEL Preparing for Non-traditional Fields performed lower than all CTETL in the following indicators: 5S1,5S4  
CTEL from Single Parent households performed lower than all CTETL in the following indicators: 2S2,2S3,4S1,5S1,5S4  
CTEL from Migrant Households performed lower than all CTETL in the following indicators: 2S2,4S1,5S1,5S4  
CTEL from Out-of-Work households, in Foster Care, and w/Parents in Active Military have a denominator of 0.  
Strategies: Sheltered Instruction training for CTE teachers to assist w/ELPerformance, Teaching Students in Poverty training for CTE teachers to address EcoDis performance, increased inclusion of SPED in CTE PLCs.

TEA Use Only

CTE Review: ☒ Accept ☐ Decline Pending Edits

5. Describe how CTE Learners from different genders, races, and ethnicities are performing in the CTE programs at the LEA level. List the strategies to be implemented that will address the underperformance within different genders, races, and ethnicities.

CTEL from different genders, races, and ethnicities performed lower than all CTETL in the following indicators:  
Female: 2S3, 4S1, 5S1  
Male: 1S1,2S1,2S2,3S1,5S4  
Asian: 1S1,3S1,5S1,5S4  
Blacks or African American: 1S1,2S1,2S2,2S3,3S1,4S1,5S1,5S4  
Hispanic or Latino: 1S1,2S1,2S2,2S3,4S1,5S1  
Native Hawaiian or Pacific Islander: 1S1  
White: 5S4  
Two or more races: 2S1,2S2,2S3,3S1,5S1,5S4  
Strategies: Along with the strategies listed in 2.4, "Sheltered Instruction training for CTE teachers to assist w/English Learner Performance, Teaching Students in Poverty training for CTE teachers to address EcoDis performance, increased inclusion of SPED Dept in CTE PLCs", provide instructional materials and curriculum that are inclusive of all genders, races, and ethnicities, CTE teachers will receive training on inclusion as a part of the district's increased focus on culturally aware instruction

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## Part 3: Labor Market Alignment

### Evaluate the alignment between CTE programs offered and the labor market needs.

1. List the top career clusters with occupations that meet the state and/or regional definition of "in-demand" and "high-wage".

The Workforce Development Area Labor Market Information, 2020-2030 for Alamo Workforce Area 20 shows that the top 5 High Demand/High Wage career clusters when factoring in Growth Rate, Average Earnings, and Average Annual Openings are Health Science, Business Marketing & Finance, Hospitality & Tourism, Education and Training, and Science, Technology, Engineering, and Mathematics (STEM).

TEA Use Only

CTE Review: ☒ Accept ☐ Decline Pending Edits

2. Describe the alignment between the CTE Learners and the occupations identified in part 3 line 1. Second, identify any gaps between high-wage/in-demand occupations and CTE program offerings.

Of the 5 clusters identified in 3.1, Seguin ISD offers 4 of the 5. Based on student enrollment, Health Science is #1, Business Marketing and Finance is #2, Hospitality and Tourism is not offered, Education and Training is #9, and STEM (Engineering) is #8. The identified gaps are the absence of a Hospitality and Tourism program (the lowest average earnings of the High Wage/High Demand clusters) and the low enrollment numbers in Education & Training and STEM.

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## Part 4: Programs of Study/Size, Scope, and Quality

Evaluate the core elements required for a state-approved program of study as well as meet the state's definition of size, scope and quality.

1. Based on the LEA's high school enrollment, describe how the number of programs of study offered align with the number of students who could potentially be served.

Our district serves approximately 7,200 students with nearly 2,100 of those students enrolled in grades 9-12. Our middle schools house 6th-8th grade students and we have yet to move any of our initial CTE courses down to the middle school level. Our students are able to choose between 11 Career Clusters and 18 Programs of Study, well above the 5 required for a district of our size. We survey our middle school students annually to determine if there are Programs of Study that are in demand, but not offered. Similarly, we annually evaluate programs with low enrollment to determine if future demand supports keeping the program active.

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CTE Review: ☒ Accept ☐ Decline Pending Edits

2. Describe the involvement of secondary partners, postsecondary partners and employer/industry partners in the development, implementation, and phasing out/closure of CTE programs of study.

We meet regularly with other school districts in our area to collaborate on potential partnerships for shared secondary programs, and we bring Alamo College District to the table for discussions regarding potential partnerships involving both secondary and postsecondary partners for programs that will benefit all of our students. Additionally, we have a tremendous partnership with Seguin Economic Development Corporation, who facilitates regular activities for our students and opportunities to meet with local industry partners in order to get input on existing and future CTE programming. Adding or closing of programs is discussed with those industry partners prior to any action being taken by the district.

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CTE Review: ☒ Accept ☐ Decline Pending Edits

3. Identify any gap areas between opportunities for students to participate in work-based learning and complete advanced academic courses compared to enrollment.

The past two years have been difficult in terms of students having opportunities to participate in work-based learning because of COVID19. Many of our partners just recently opened up their facilities to our students after two years of not allowing students to participate in WBL. We have spent this time strengthening our relationships with industry partners in preparation for broader WBL opportunities for our students Fall of 2022. We have also just recently been approved to begin a Planning Year in 2022-23 for a PTECH in Pharmacy Tech in partnership with Northwest Vista College.

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## Part 5: Recruitment, Retention, and Training of CTE Educators

### Assess and develop plans to improve the quality of CTE faculty.

1. Describe professional development opportunities for faculty, staff, counselors, and administrators. Include examples of the effectiveness of these experiences at improving student outcomes.

Seguin ISD provides a multitude of professional development opportunities for faculty, staff, counselors, and administrators throughout the school year. Additionally, attendance at content-specific professional development through ESC Region 20, CTAT, TCEA, THOA, NCCER, OHSA, VATAT, TIVA is encouraged and financially supported by the CTE Department and the District. Teachers are also encouraged and provided time for earning industry-based certifications in their assigned curricular area.

TEA Use Only

CTE Review: ☒ Accept ☐ Decline Pending Edits

2. Identify the processes that are in place to induct and retain faculty and staff. Evaluate these processes for effectiveness with an emphasis on individuals coming from industry.

One of the three strategic priorities for Seguin ISD is to "Create the conditions in Seguin ISD to recruit, retain, and engage employees". CTE teachers, like all teachers, are provided opportunities for professional growth along with time for collaboration and planning for instruction. The district has provided retention-based financial incentives to teachers and the CTE department has built a culture of family that the staff and teachers take pride in. Teachers coming directly out of industry are partnered with an experienced mentor teacher that works with them, are asked to participate in ESC20 CTE-specific professional development and are encouraged to enroll in a teacher certification program. Support is provided by the CTE Director along with other academic professionals throughout the school year.

TEA Use Only

CTE Review: ☒ Accept ☐ Decline Pending Edits

3. Evaluate faculty in CTE programs for appropriate credentials with related workplace experience in the program area.

As a District of Innovation, we have the ability to hire directly out of industry, which we have done in a few instances. In those cases, we encourage the new teacher to look at the options regarding alternative teacher certification. Those hired under those circumstances have had extensive experience in the workforce in their curricular area, and, in a few cases, have been involved in a teaching or training role within the industry for a number of years. All CTE teachers in Seguin ISD are fully credentialed for their content area or they have expertise in the content area that has been developed over a multitude of years in the field.

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## Part 6: Improving Equity and Access

### Evaluate progress in providing equal access to CTE programs.

1. Evaluate student groups taking part in CTE at disproportionate levels, in comparison to the overall student population. Identify which groups are over and underrepresented.

Representation was higher among CTE Learners compared to the district for the following groups: Female, Asian, White, and Two or More Races. Underrepresented groups are Males, Black or African American, and Hispanic or Latino. In each case, overrepresented and underrepresented, the percentage of students enrolled in CTE programs is within a few percentage points of the district's overall demographic breakdown.

TEA Use Only

CTE Review: ☒ Accept ☐ Decline Pending Edits

2. Identify any barriers that prevent certain populations of CTE learners from accessing programs, such as prerequisites/admission requirements, transportation, and scheduling. Identify the student groups most affected by these barriers.

There are no existing barriers to access for any CTE Programs of Study in Seguin ISD. Our district chooses not to require applications or interviews to enroll in our CTE programs. We encourage all students to follow their passion in hopes that it will lead them to a career they will love for many years to come.

TEA Use Only

CTE Review: ☒ Accept ☐ Decline Pending Edits

3. Describe how and when the LEA recruits students into your CTE programs. List the methods of reaching all students, including students from groups identified as special populations and from different races, genders, and ethnicities.

We market our programs in a multitude of ways to students, parents, and the community. These include: Social Media posts - Twitter, Facebook, and Instagram, through the district website, posters that are hung throughout the district, Chart Your Course - an event held annually where 8th grade students tour all available electives during the day and then parents come to do the same in the evening, the CTE Director meets with 8th grade students and parents as a part of the Personalized Graduation Plan (PGP) process, students utilize Xello for career exploration and are able to connect their areas of interest to Programs of Study. We will begin marketing our PTECH to 8th graders early Fall 2022, targeting a diverse population to fill the first cohort of students.

TEA Use Only

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## Part 7: Summary

### LEAs will merge the analyses outlined above into one set of findings.

#### 1. Describe the LEA's overall mission and vision for CTE programming.

The mission of Seguin ISD is to cultivate, inspire and empower students to grow and learn. The district vision is exceptional students to exceptional citizens. The CTE programming at Seguin ISD is designed to prepare students for post-secondary opportunities in their choice of college or a career. Students are provided the opportunity to complete a Program of Study and graduate with an recognized industry license or certification that will set them apart from others as they enter into their chosen career field.

TEA Use Only

CTE Review: ☒ Accept ☐ Decline Pending Edits

#### 2. List the top (three-five) CTE priorities over the next four-years.

CTE priorities over the next four years can be broken down into 3 areas: Performance, Facilities, and Curriculum/Programming. In regard to Performance, a priority on successful completion of industry-based certifications has led to significant increases already, but we want to continue to grow in that area. Facility priorities include the need to expand available spaces for Welding and Construction, determine the location for and build an Ag Barn to accommodate the needs of our Ag/FFA program, and to get in place a facility to accommodate the student demand for an Automotive program. In regards to Curriculum/Programming, our priorities are to get high quality instructional materials (HQIM) in place for all of our existing programs, to work with community partners develop an Automotive program (high student demand) and work with local Fire Chiefs and other area school districts to begin a Fire Academy serving students of Seguin ISD and other neighboring districts.

TEA Use Only

CTE Review: ☒ Accept ☐ Decline Pending Edits

#### 3. List the top three most aligned CTE programs of study based on regional labor market information and the plan for continuing support or expansion of these programs. List the three least aligned CTE programs of study and the plan for transforming or retiring these programs of study.

The top 3 most aligned CTE POS are Health Science, Business Marketing and Finance, and Education and Training. We have a partnership for CNA/Phlebotomy instruction and are adding a PTECH in Pharmacy Tech to further enhance the Health Science program. To support our Bus, Mkt, & Finance POS, we are working with industry partners to place students in WBL experiences in their offices. Our Education & Training program received a TCLAS grant to develop a Grow Your Own program, which will be used to grow participation. The least aligned POS are Manufacturing, Law Enforcement, and Arts A/V. Manufacturing is listed, but Seguin is a manufacturing hub and we have significant support for this high enrollment program. Arts A/V is high enrollment and we have adapted the program to fit the changing industry needs. We have placed multiple students at highly respected universities from this POS. Law Enforcement is being evaluated for retirement.

TEA Use Only

CTE Review: ☒ Accept ☐ Decline Pending Edits

#### 4. List the LEA's lowest performance indicators and describe strategies to improve student performance.

5S1: Program Quality - Attained Recognized Post Secondary Credential and 2S2: Academic Proficiency in Mathematics. For 2S2, Seguin High School has instituted a Flex schedule which provides for time for students that are deficient in a STAAR-tested subject to have extended opportunity for learning. The use of benchmark testing is allowing for problem areas to be identified and focused on so that students are utilizing the time efficiently and effectively. All teachers, including CTE teachers have been trained on the use of the extension tools and student activity is tracked. For 5S1, we have already made strides in this area and are continuing to focus on student certification outcomes in all of our CTE POS. Our district is considering teacher incentives based upon IBC performance similar to what many districts do with regard to STAAR performance. Post-COVID, this indicator will improve due to increase in face-to-face instruction and increased testing opportunities.

TEA Use Only

CTE Review: ☒ Accept ☐ Decline Pending Edits

## Part 8: Assessment Contact

### Primary Contact

Select Contact:  or[Add New Contact](#)

First Name: Richard Middle Initial: Last Name: Bough Title: Director of CTE

Phone: 830-401-8025 Ext: E-Mail: rbough@seguin.k12.tx.us



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## Part 9: Certification and Incorporation

### Certification and Incorporation Statement (Only the legally responsible party may submit this report.)

I hereby certify that the information contained in this Special Collections Report is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to submit this data. I further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations; application guidelines and instructions; provisions, assurances, and certification requirements; and the schedule submitted. It is understood by the applicant that this application constitutes an offer and, if accepted by the Texas Education Agency or renegotiated to acceptance, will form a binding agreement.

#### Authorized Official

Select Contact:  or

First Name: Cynthia

Middle Initial:

Last Name: Borden

Title: Director of State &amp; Fed Accountability

Phone: 830-401-8623

Ext:

E-Mail: cborden@seguin.k12.tx.us

#### Submitter Information

First Name: Cynthia

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## 2022-2023 Migrant Education Program SSA and Non-Project Districts Identification and Recruitment Action Plan Education Service Center, Region 20

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
<b>I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS</b>		
<b>A. <u>Attend Identification &amp; Recruitment (ID&amp;R) training offered by ESC – Recruiters Attend ID&amp;R and TX-NGS training offered by ESC – Designated SEA Reviewers.</u></b> COEs/ECOEes for the new school year cannot be completed until training has occurred or as determined by TEA.	<b>Staff:</b> All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By September 1 for ID&R training or as determined by TEA.(ongoing) TX-NGS training: September 15
<b>B. <u>Other</u></b>		
<b>II. IDENTIFICATION &amp; RECRUITMENT</b>		
<b>A. <u>Meet with all ID&amp;R Staff.</u></b> Meet with Designated SEA Reviewers, recruiters, and systems specialists to brainstorm and plan recruitment strategies to include in ID&R Plan.	<b>Staff:</b> All recruiters and Designated SEA Reviewers for the MEP	By August 29
<b>B. <u>Finalize all forms, documents, logs.</u></b> Disseminate and train on all forms, documents, logs, etc.. that will be used by MEP ID&R staff.	<b>Staff:</b> MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
<b>C. <u>Make recruiter assignments.</u></b> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migratory families.	<b>Staff:</b> All recruiters and Designated SEA Reviewers for the MEP	By August 29
<b>D. <u>Conduct ID&amp;R.</u></b> <b>Potentially Eligible Migratory Children:</b> Contact potentially eligible migratory families using door-to-door recruitment efforts, by collecting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs/ECOEes as needed. <b>Currently Eligible Migratory Children:</b> Contact families of currently eligible migratory students to determine if new qualifying moves have occurred. Complete new COEs/ECOEes as needed. <b>Note:</b> Share copies of COEs/ECOEes with appropriate entities as listed in ID&R Manual.	<b>Staff:</b> MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
<b>E. <u>Complete COEs/ECOEes.</u></b> Recruiter completes COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE/ECOE and COE SDF to Designated SEA Reviewer for review.	<b>Staff:</b> MEP recruiters	Within <b>5</b> working days of parent signature
<b>F. <u>Review of COEs/ECOEes.</u></b> Designated SEA Reviewer reviews COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE/ECOE and COE Supplemental Documentation Form to the recruiter if additional information is needed. Submit to TX-NGS Terminal Site after eligibility review is completed. <ul style="list-style-type: none"> <li>Systems Specialist is to enter data from each child's COE/ECOE into the Texas New Generation System (TX-NGS) per the timeline. Copy of COE/ECOE will be provided to PEIMS for coding – only after a child is encoded on TX-NGS.</li> </ul>	<b>Staff:</b> Designated SEA Reviewers Systems Specialists	Within <b>7</b> working days of parent signature.
<b>G. <u>Conduct residency verification.</u></b> Verify continued residency for all currently eligible migratory children who have not made a new qualifying move (QAD) during the current reporting period.	<b>Staff:</b> MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yr. olds turning 3 – on or after 3rd birthday.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
<b>H. <u>Other</u></b>		
<b>III. MAPS AND INTRAREGIONAL NETWORKING</b>		
<b>A. <u>Make contact with potential growers.</u></b> Make recruiter assignments for contacting growers within the district's boundaries regarding hiring practices, crops, and growing seasons.	<b>Staff:</b> All recruiters and Designated SEA Reviewers for the MEP	Contact area growers within the district boundaries (ongoing)
<b>B. <u>Develop calendar and maps.</u></b> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migratory families reside.	<b>Staff:</b> MEP administrators and recruiters	Update on ongoing basis throughout the year
<b>C. <u>Other</u></b>		
<b>IV. INTERAGENCY COORDINATION</b>		
<b>A. <u>Network with agencies that serve migrant families.</u></b> Coordinate/network with local/regional organizations that provide services to migratory workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	<b>Staff:</b> MEP administrators and recruiters	Make initial outreach efforts for the Community Outreach Fair and continue efforts throughout the year (Ongoing)
<b>B. <u>Other</u></b>		
<b>V. QUALITY CONTROL</b>		
<b>A. <u>Written quality control procedures.</u></b>  Develop written procedures that outline ID&R quality control within the LEA/ESC to be housed in ESC-20 MEP Google Drive → Policies & Procedures Folder.	<b>Staff:</b> MEP administrators, recruiters, designated SEA reviewers, and other MEP staff	By August 29
<b>B. <u>Eligibility review.</u></b> Forward COEs/ECOEes with more than one required eligibility comment to ESC for review. Follow protocol for COEs/ECOEes that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	<b>Staff:</b> Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
<b>C. <u>Monitor and address ongoing training needs for ID&amp;R.</u></b> Provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	<b>Staff:</b> All MEP staff	As needed throughout the year
<b>D. <u>Maintain up-to-date records on file.</u></b> Maintain updated active and inactive records. File COEs/ECOEes in alphabetical order by current Parent/Guardian 2 [Heading Section of COE/ECOE], and retain records for seven (7) years from the date eligibility ends.	<b>Staff:</b> All MEP staff	Ongoing throughout the year
<b>E. <u>Annual eligibility validation.</u></b> Eligibility of previously identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA.	<b>Staff:</b> ESC, MEP staff	January – June
<b>F. <u>Monitor</u></b> Provide district contacts with a copy of the ID&R action plan to be included in their District Improvement Plan (DIP)	<b>Staff:</b> ESC, District Designee	December
<b>VI. EVALUATION</b>	<b>INDIVIDUALS RESPONSIBLE</b>	
<b>REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT</b>		<b>TIMELINE</b>
<b>A. <u>Evaluate ID&amp;R efforts for subsequent planning.</u></b> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	<b>Staff:</b> All MEP staff <b>Others:</b> Local Migrant Parent Advisory Council (PAC), LEA designee, etc.	By July 30

<p><b>B. Other -- MEP Family Surveys</b>          LEA designee collects MEP Family Surveys and submits those with a “yes” response to ESC-20          MEP administrative assistant          Recruiters follow up on “yes” responses and note whether family qualifies for the MEP or not          MEP Family Surveys are retained for the current year and previous year per state documentation purposes</p>	<p>Staff: MEP Coordinator          LEA designee          ESC-20 Administrative Assistant          Recruiters</p>	<p>September 1 -- 1st deadline, then ongoing</p>
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## Priority for Service (PFS) Action Plan for Migrant Students

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

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

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"><li>• Who have made a qualifying move within the previous 1-year period;</li></ul> <u>AND</u> <ul style="list-style-type: none"><li>• Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.</li></ul>
Grades K-3	<ul style="list-style-type: none"><li>• Who have made a qualifying move within the previous 1-year period;</li></ul> <u>AND</u> <ul style="list-style-type: none"><li>• Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u></li><li>• For students in grades K-2, who have been retained, or are overage for their current grade level.</li></ul>

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

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

School District: ESC Region 20
Region: 20

## Priority for Service (PFS) Action Plan

School Year: 2022-2023

Filled Out By: ESC-20 MEP Team
Date: 07/20/2022

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

Goal(s):	Objective(s):
Ensure that identified Priority for Service migratory students have the same opportunity to meet the challenging state content and student performance standards expected of all children.	100% of eligible PFS migratory students will receive priority access to supplemental instructional and support opportunities.

Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Monitor</b> the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> <li>Monthly, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services.</li> </ul>	Monthly by end of month	-Systems Specialists	TX-NGS Monthly Reports
<ul style="list-style-type: none"> <li>Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.</li> </ul>	Annually by September 30	-Migrant Coordinator -Educational Specialists	Priority for Service Action Plan
Additional Activities			
<ul style="list-style-type: none"> <li>Provide district contacts with Priority for Services criteria and a copy of the PFS action plan to be included in their District Improvement Plan (DIP).</li> </ul>	Annually by September 30	-Educational Specialists -District Designee	-Copy of District Improvement Plan

			showing insertion of PFS Action Plan
Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Communicate</b> the progress and determine needs of PFS migratory students.			
<ul style="list-style-type: none"> <li>During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service reports.</li> </ul>	Monthly	<ul style="list-style-type: none"> <li>-Educational Specialists</li> <li>-System Specialists</li> <li>-District Designee</li> </ul>	<ul style="list-style-type: none"> <li>-Emails to district contacts with PFS Reports</li> <li>-SSA Meeting Agenda/Sign-In Sheets</li> </ul>
<ul style="list-style-type: none"> <li>During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria.</li> </ul>	Annually  PAC Meetings	<ul style="list-style-type: none"> <li>-Educational Specialists</li> <li>-Recruiters</li> <li>-MEP Tutors</li> </ul>	<ul style="list-style-type: none"> <li>-PAC Sign-In Sheets</li> <li>-Recruiter Logs/Google Contact Log</li> <li>-Tutor Logs</li> </ul>
<ul style="list-style-type: none"> <li>During the academic calendar, the district's Title I, Part C Migrant contact or MEP staff will make individualized home (case-by-case basis) and /or community visits to update parents on the academic progress of their children.</li> </ul>	Year Round  Individual meetings/phone calls/text/email with parents as needed (case-by-case basis)  PAC Meetings	<ul style="list-style-type: none"> <li>-Educational Specialists</li> <li>-Adjunct Migrant Counselor</li> <li>-District Contact, Campus Administrator or Campus Designee (as needed on a case-by-case basis)</li> </ul>	<ul style="list-style-type: none"> <li>-Parent evaluations/feedback</li> <li>-Counselor Logs</li> <li>-Phone logs</li> <li>-Email documentation</li> <li>-PAC Sign-In Sheets</li> </ul>
<b>Provide</b> services to PFS migratory students.			
<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant contact or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.</li> </ul>	Year Round	<ul style="list-style-type: none"> <li>-Adjunct Migrant Counselor</li> <li>-Educational Specialists</li> <li>-Recruiters</li> </ul>	<ul style="list-style-type: none"> <li>-Adjunct Migrant Counselor logs</li> <li>-Recruiter logs</li> <li>-TX-NGS Supplemental Count Report</li> <li>-PFS Progress Review Forms</li> </ul>



<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.</li> </ul>	Year Round	<ul style="list-style-type: none"> <li>-Adjunct Migrant Counselor</li> <li>-Educational Specialists</li> <li>-Recruiters</li> <li>-District Designee</li> </ul>	<ul style="list-style-type: none"> <li>-Adjunct Migrant Counselor Logs</li> <li>-Recruiter Logs</li> <li>-TX-NGS Supplemental Count Report</li> <li>-PFS Progress Review Forms</li> </ul>
<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.</li> </ul>	Year Round	<ul style="list-style-type: none"> <li>-Migrant Coordinator</li> <li>-Educational Specialists</li> </ul>	<ul style="list-style-type: none"> <li>-PFS Student Review Forms</li> </ul>