

Seguin Independent School District
District Improvement Plan
2024-2025 Goals/Performance Objectives/Strategies



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Goals

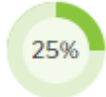





Goal 1: (HB3): Increase the percentage of third grade students who score meets grade level or above on STAAR Reading from 36% to 55% by August 2027.

Performance Objective 1: Increase the percentage of third grade students who score meets grade level or above on STAAR Reading from 36% to 42% by August 2025.

HB3 Goal

Evaluation Data Sources: 2025 STAAR Reading data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Create and oversee a data analysis protocol in PLC enabling campuses to examine past and current data trends. Strategy's Expected Result/Impact: This will aid in crafting individualized campus action plans, incorporating professional development, targeted instructional interventions, curriculum alignment, and improving student outcome common formative assessments. Staff Responsible for Monitoring: Chief Academic Officer Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement STAAR-aligned common formative assessments after each unit of instruction using HQIM. Strategy's Expected Result/Impact: HQIM assessments drive data digs to inform instruction. Staff Responsible for Monitoring: Chief Academic Officer</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide feedback to students aligned to TEA rubric for student written responses during each unit of instruction to increase the writing percentage by 1 point from 2.56 by the end of the year. Strategy's Expected Result/Impact: District writing ratings will increase from 2.56% by one point by the end of the year. Staff Responsible for Monitoring: RLA Coordinator</p>	Formative			Summative
	Oct	Jan	Mar	May





Strategy 4 Details	Reviews			
<p>Strategy 4: Offer professional learning opportunities for teachers and administrators to deepen their understanding of the implemented curriculum.</p> <p>Strategy's Expected Result/Impact: Professional development delivered to teachers and administrators has been successfully implemented on each campus to improve the internalization of the curriculum.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Blended Learning: Enhance blended instruction by providing learning opportunities that are differentiated based on student performance data and that leverage the purposeful integration of educational technology.</p> <p>Strategy's Expected Result/Impact: Differentiated and personalized learning based on student data will increase student performance outcomes.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide learning opportunities at the Irma Lewis Outdoor Learning Center to reinforce implementation of RLA TEKS.</p> <p>Staff Responsible for Monitoring: Director of Whole Child Initiatives</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 2: Increase the percentage of students achieving Meets Grade Level or above on Grade 3-8 STAAR Reading and English I&II EOC (first-time testers) by 6 percentage points, from 42% to 48% by August 2025.

Evaluation Data Sources: 2025 STAAR RLA Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Social Studies will incorporate reading comprehension and writing strategies into curriculum.</p> <p>Strategy's Expected Result/Impact: Students in grades 3-English I and II will show 3 percent growth in achievement on their common formative assessment data scores by January 2025.</p> <p>Staff Responsible for Monitoring: Social Studies and RLA Coordinator</p> <p>Problem Statements: Student Learning 5</p> <p>Funding Sources: Newsela Subscription for middle school social studies and RLA classes - Interactive Online Learning Grant 2024-26 - \$71,684, Professional Learning (including substitutes and extra duty pay) for blended learning for middle school SS and RLA teachers - Interactive Online Learning Grant 2024-26 - \$40,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Students in grades 3 through English I & II will submit one extended constructed response per semester for district rating based on the TEA rubric.</p> <p>Strategy's Expected Result/Impact: Students will increase their extended constructed response scores from an average of 2.84 to 3.84 by the end of quarter 3.</p> <p>Staff Responsible for Monitoring: RLA Coordinator</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Blended Learning: Enhance blended instruction by providing learning opportunities that are differentiated based on student performance data and that leverage the purposeful integration of educational technology.</p> <p>Strategy's Expected Result/Impact: Differentiated and personalized learning based on student data will increase student performance outcomes.</p> <p>Staff Responsible for Monitoring: RLA Coordinator</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Implement STAAR-aligned common formative assessments after each unit of instruction using HQIM. Strategy's Expected Result/Impact: HQIM assessments drive data digs to inform instruction. Staff Responsible for Monitoring: Chief Academic Officer	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Offer professional learning opportunities for teachers and administrators to deepen their understanding of the implemented curriculum. Strategy's Expected Result/Impact: Professional development delivered to teachers and administrators has been successfully implemented on each campus to improve the internalization of the curriculum. Staff Responsible for Monitoring: Chief Academic Officer	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6 Details	Reviews			
Strategy 6: Using Summit K - 12 for Listening, Speaking, Reading & Writing to increase overall TELPAS ratings. Strategy's Expected Result/Impact: Improvement in language acquisition for Emergent Bilingual students. Staff Responsible for Monitoring: Director of Bilingual Education Problem Statements: District Processes & Programs 4	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7 Details	Reviews			
Strategy 7: Provide professional development to special education teachers regarding the provision of specially designed instruction (SDI) in the area of reading to enable students with disabilities to access and participate in the general education curriculum. Strategy's Expected Result/Impact: The provision of high quality specially designed instruction will assist students to make progress in the general education curriculum. Staff Responsible for Monitoring: Special Education Director Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 8 Details	Reviews			
Strategy 8: Reduce disciplinary removals for all students by 10 percent, with an emphasis on reducing removals of students in special education programs . Strategy's Expected Result/Impact: Assisting students to remain in classrooms and receiving instruction will lead to positive growth and improved educational outcomes. Staff Responsible for Monitoring: District Behavior Coordinator Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: The District rate in Reading Meets Grade level across all grade levels is growing at a slower rate than the State over the past 3 years (7 points vs. 8 points).

Problem Statement 5: The gap between the District and State Social Studies Meets Grade level is growing from 6 points in 2021 to 12 points in 2023.





District Processes & Programs

Problem Statement 4: Despite the rise in Emergent Bilingual student population, the number of BE/ESL teachers has decreased from 34.3 in 21-22 to 30.1 in 22-23.

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

Performance Objective 3: Increase the percentage of students achieving level 3 or higher in grades Kinder-2 on the ISIP Reading Assessment from 47% to 52% by May 2025.



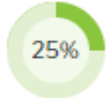





Evaluation Data Sources: ISIP Reading Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Offer professional learning opportunities for teachers and administrators to deepen their understanding of the implemented curriculum.</p> <p>Strategy's Expected Result/Impact: Professional development delivered to teachers and administrators has been successfully implemented on each campus to improve the internalization of the curriculum.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Using Istation data, teachers will provide small group instruction and differentiated stations to increase reading performance.</p> <p>Strategy's Expected Result/Impact: Small group and differentiated stations will increase student data on ISIP.</p> <p>Staff Responsible for Monitoring: Elementary Education Coordinator</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 1: Increase the percentage of third-grade students who score meets grade level or above on STAAR Mathematics from 28% to 35% by August 2025.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize the data analysis protocol and student work analysis protocol in Math PLCs to look at past and current trends to support improved student outcomes on common formative assessments.</p> <p>Strategy's Expected Result/Impact: This will aid in crafting individualized campus action plans, incorporating professional development, targeted instructional interventions, curriculum alignment, and improving student outcome common formative assessments.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: HQIM Implementation: Utilize professional learning and support from Texas Lesson Study (Region 20) in PLC to internalize and rehearse lessons to support improved student outcomes.</p> <p>Strategy's Expected Result/Impact: Provide professional development for teachers focused on effective instructional strategies that align with the curriculum and assessment practices.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: FLUENCY: Student growth in math fluency through daily instructional practices such as small group instruction, fluency practice, and/or other research-based instructional strategies (RBIS).</p> <p>Strategy's Expected Result/Impact: These strategies should positively improve student performance on math fluency resulting in overall improvement in all areas of math. Students will be able to demonstrate a deeper understanding in a variety of mathematical concepts.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Blended Learning: Enhance blended instruction by providing learning opportunities that are differentiated based on student performance data and that leverage the purposeful integration of educational technology. Strategy's Expected Result/Impact: Differentiated and personalized learning based on student data will increase student performance outcomes. Staff Responsible for Monitoring: Chief Academic Officer	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Implement STAAR-aligned common formative assessments after each unit of instruction using HQIM. Strategy's Expected Result/Impact: HQIM assessments drive data digs to inform instruction. Staff Responsible for Monitoring: Chief Academic Officer	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6 Details	Reviews			
Strategy 6: Provide professional development to special education teachers in the area of mathematics regarding the provision of unique instructional design and strategies based on student needs as a result of a disability. Strategy's Expected Result/Impact: Increased ofcus on the provision of unique instructional design and strategies to support student with disabilities will increase student performance outcomes. Staff Responsible for Monitoring: Director of Special Education Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 7 Details	Reviews			
Strategy 7: Provide learning opportunities at the Irma Lewis Outdoor Learning Center to reinforce implementation of Math TEKS. Staff Responsible for Monitoring: Director of Whole Child Initiatives	Formative			Summative
	Oct	Jan	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: HB 3: Grade 3 Math and Reading at the Meets level remains below the state: The district Meets Grade Level in 3rd grade reading averages 10 points below the state rate over the past 3 years. The gap between the district and the state at the Meets Grade Level in 3rd grade math has increased from 4 percent to 8 percent in the last 3 years.



Student Learning







Problem Statement 3: The District rate in Math Meets Grade level across all grade levels is growing at a slower rate than the State over the past 3 years (4 points vs. 8 points).

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

Performance Objective 2: Increase the percentage of students in grades 3-8 and Algebra I (first time testers) who score meets grade level or above from 28% to 35% by August 2025.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize the data analysis protocol and student work analysis protocol in PLC to look at past and current trends to support improved student outcomes on common formative assessments.</p> <p>Strategy's Expected Result/Impact: This will aid in crafting individualized campus action plans, incorporating professional development, targeted instructional interventions, curriculum alignment, and improving student outcome common formative assessments.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: HQIM Implementation: Utilize professional learning and support from Texas Lesson Study (Region 20) in K-5 PLC to internalize and rehearse lessons to support improved student outcomes.</p> <p>Strategy's Expected Result/Impact: Provide professional development for teachers focused on effective instructional strategies that align with the curriculum and assessment practices.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: HQIM Implementation: Utilize professional learning and support from LASO (Learning Acceleration Support Opportunities) Strong Foundations Implementation Grant (SFI) and Math Supplemental Curriculum Grant (MSC) in Grade 6 - Algebra 1 to internalize and rehearse lessons to support improved student outcomes.</p> <p>Strategy's Expected Result/Impact: Provide professional development for teachers focused on effective instructional strategies that align with the curriculum and assessment practices.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Curriculum and PD resources - LASO Strong Foundations Grant - \$176,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: FLUENCY: Student growth in math fluency through daily instructional practices such as small group instruction, fluency practice, and/or other research-based instructional strategies (RBIS).</p> <p>Strategy's Expected Result/Impact: These strategies should positively improve student performance on math fluency resulting in overall improvement in all areas of math. Students will be able to demonstrate a deeper understanding in a variety of mathematical concepts.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Blended Learning: Enhance blended instruction by providing learning opportunities that are differentiated based on student performance data and that leverage the purposeful integration of educational technology.</p> <p>Strategy's Expected Result/Impact: Differentiated and personalized learning based on student data will increase student performance outcomes.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>Strategy 6: Implement STAAR-aligned common formative assessments after each unit of instruction using HQIM.</p> <p>Strategy's Expected Result/Impact: HQIM assessments drive data digs to inform instruction.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide professional development to special education teachers regarding the implementation of specially designed instruction (SDI) in the area of mathematics to enable students with disabilities to access and participate in the general education curriculum.</p> <p>Strategy's Expected Result/Impact: The provision of high quality specially designed instruction will assist students to make progress in the general education curriculum.</p> <p>Staff Responsible for Monitoring: Special Education Director, Special Education Coordinator</p> <p>Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
				





Strategy 8 Details	Reviews			
<p>Strategy 8: Reduce disciplinary removals for all students by 10% with an emphasis on reducing removals of students in special education programs.</p> <p>Strategy's Expected Result/Impact: Assisting students to remain in classrooms and to receive instruction will lead to positive growth and improved educational outcomes.</p> <p>Staff Responsible for Monitoring: District Behavior Coordinator</p> <p>Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: HB 3: Grade 3 Math and Reading at the Meets level remains below the state: The district Meets Grade Level in 3rd grade reading averages 10 points below the state rate over the past 3 years. The gap between the district and the state at the Meets Grade Level in 3rd grade math has increased from 4 percent to 8 percent in the last 3 years.</p>
<p>Problem Statement 3: The District rate in Math Meets Grade level across all grade levels is growing at a slower rate than the State over the past 3 years (4 points vs. 8 points).</p>













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

Performance Objective 3: Increase the percentage of K-2 grade students who score meets grade level or above on ISIP Math Assessment from 19% to 65% by May 2025.

Strategy 1 Details	Reviews			
<p>Strategy 1: Using Istation data, teachers will provide small group instruction and differentiated stations to increase math performance.</p> <p>Strategy's Expected Result/Impact: Small group instruction and differentiated stations will increase student performance on ISIP.</p> <p>Staff Responsible for Monitoring: Math Coordinator</p>	Formative			Summative
	Oct	Jan	Mar	May
		N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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





Performance Objective 1: Increase the percentage of students who are passing the TSI test in Reading from 32% to 42% and the TSI Math from 19% to 32% by August 2025.









Strategy 1 Details	Reviews			
<p>Strategy 1: Implement early college and career readiness programs starting from middle school to expose students to various career pathways and academic requirements.</p> <p>Strategy's Expected Result/Impact: Improve sequencing and CCMR pathways for graduation</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Improve CTE pathways and IBC opportunities</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Expand access to dual credit enrollment programs and AP courses to provide students with opportunities to earn college credit and demonstrate readiness for post-secondary education.</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide information and assistance to students and families regarding financial aid options, scholarships, grants, and other resources to help alleviate financial barriers to post-secondary education and training.</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 2: Increase the percentage of students who earn an IBC certificate and complete their Coherent Sequence of CTE Courses from 26% to 35% by August 2025.

Evaluation Data Sources: PEIMS Data Reports
 CTE IBC Data
 TEA Accountability Ratings
 CCMR Reports







Strategy 1 Details	Reviews			
<p>Strategy 1: Develop test preparation and examination timeline for IBC's in each Program of Study. Provide training to every CTE teacher on POS and IBC attainment for students and set target goals for increase IBC</p> <p>Strategy's Expected Result/Impact: Increase IBC result by providing students multiple opportunities to be successful and earn IBC credentialing in content area and increase IBC certification</p> <p>Staff Responsible for Monitoring: Teachers Administrators CTE Director</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide appropriate PD to CTE teachers in specific content area to include but not limited to Certiport, ICEV, GMetrix, Region 20, Non-Commission IBC, NCCER, AWS, TEA Aide, FAA107, Pharmacy Tech, CNA, EKG, Phlebotomy, TDLR</p> <p>Strategy's Expected Result/Impact: Increase opportunities for students to be successful in POS and earn Industry Based Certification</p> <p>Staff Responsible for Monitoring: Teacher Administrator CTE Director Counselors</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Train High School Administrators and Counselors on CTE Programs of Study and Coherent Sequence of Courses to increase Concentrators and Completer Status</p> <p>Strategy's Expected Result/Impact: Provide PD from Region 20 and CTE Department on new CTE Programs of Study for the 24-25 school year. Review CCMR accountability data and meet to plan program alignment in CTE areas with specific target increase in concentrator and completer status.</p> <p>Staff Responsible for Monitoring: CTE Department Counselors Administrators CTE Director</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Update current CTE technology and provide state of the art computer labs in CTE classrooms to include computers, 3D printers, software, and appropriate hardware in CTE programs</p> <p>Strategy's Expected Result/Impact: Direct student impact with use of up to date technology Student improvement in instruction, awareness, IBC results increase</p> <p>Staff Responsible for Monitoring: CTE Department IT Department Finance Department</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="468 805 663 846"> No Progress</div> <div data-bbox="764 805 980 846"> Accomplished</div> <div data-bbox="1081 805 1331 846"> Continue/Modify</div> <div data-bbox="1434 805 1629 846"> Discontinue</div> </div>				

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






Performance Objective 3: Increase the percentage of students who take dual credit and AP courses from 25% to 35% by August 2025.









Evaluation Data Sources: PEIMS
 On Data Suite
 TAPR
 CCMR

Strategy 1 Details	Reviews			
Strategy 1: Increase the number of students enrolling in DC and AP course Strategy's Expected Result/Impact: Achieve target percentage Staff Responsible for Monitoring: ECHS Director	Formative			Summative
	Oct	Jan	Mar	May
	 25%	 40%		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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






Performance Objective 1: Seguin ISD will improve student satisfaction from the fall of 2024 to the spring of 2025 as determined by the Gallup Poll.





Strategy 1 Details	Reviews			
<p>Strategy 1: 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.</p> <p>Strategy's Expected Result/Impact: Students will gain familiarity with transition opportunities and families beginning to plan for transition goals.</p> <p>Staff Responsible for Monitoring: Director of Special Education</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The ACE program will implement enrichment activities that will foster knowledge and skills that students need to develop healthy identities and create meaningful relationships.</p> <p>Strategy's Expected Result/Impact: Increase student engagement and satisfaction in after school programs.</p> <p>Staff Responsible for Monitoring: ACE Director</p>	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
Strategy 3 Details	Reviews			
<p>Strategy 3: Support utilization and fidelity with Positive Action in grades PreK - 5, and Character Strong in grades 6-12.</p> <p>Strategy's Expected Result/Impact: Improved campus climate.</p> <p>Staff Responsible for Monitoring: Director of Student Services</p>	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
Strategy 4 Details	Reviews			
<p>Strategy 4: Expand out-of-school activities to include the use of the Irma Lewis Outdoor Learning Center to address well-rounded educational opportunities and whole child initiatives.</p> <p>Strategy's Expected Result/Impact: Improved relationships between staff and students</p> <p>Staff Responsible for Monitoring: Director of Whole Child Initiatives</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Enhance Adventure School programming for 6th grade students, as a transition support for students entering the middle school community.</p> <p>Strategy's Expected Result/Impact: Improve relationships between students and staff in an effort to increase effective and proactive support as students transition to middle school.</p> <p>Staff Responsible for Monitoring: Director of Whole Child Initiatives</p>	Formative			Summative
	Oct	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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








Performance Objective 2: Seguin ISD will improve parent satisfaction from the fall of 2024 to the spring of 2025 as determined by the Gallup Poll.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide training to parents of English Learners to support their students' linguistic skills at home. Strategy's Expected Result/Impact: Increase in parental involvement Staff Responsible for Monitoring: Director of Bilingual Education Funding Sources: Supplies for parent engagement - 263 Title III A - \$200</p>	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
Strategy 2 Details	Reviews			
<p>Strategy 2: Maintain opportunities for parent and community engagement through partnerships with organizations such as Texas Parks and Wildlife Department and Texas Outdoor Family. Strategy's Expected Result/Impact: Build positive relationships between families and staff. Staff Responsible for Monitoring: Director of Whole Child Initiatives</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Seguin ISD will offer a minimum of five non-academic community engagement opportunities for all district stakeholders. Strategy's Expected Result/Impact: Build positive relationships between families and staff. Staff Responsible for Monitoring: Director of Student Services.</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 4 Details	Reviews			
<p>Strategy 4: The ACE program will offer monthly family events at each participating ACE campus and the district to help families connect and establish a sense of belonging to Seguin ISD. Strategy's Expected Result/Impact: Build positive relationships between families and staff. Staff Responsible for Monitoring: ACE Director</p>	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
Strategy 5 Details	Reviews			
<p>Strategy 5: Showcase student, staff, campus, and district achievements, milestones, and events through social media outlets. Strategy's Expected Result/Impact: Build positive relationships between community and district Staff Responsible for Monitoring: Director of Communications</p>	Formative			Summative
	Oct	Jan	Mar	May
	N/A			

Strategy 6 Details	Reviews			
Strategy 6: Nurture relationships with local and regional media to market the district's student-centered programs and initiatives. Strategy's Expected Result/Impact: Maximize the district's image within the community, region, and state. Staff Responsible for Monitoring: Director of Communications	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
Strategy 7 Details	Reviews			
Strategy 7: Provide equitable services to participating Private Non-Profit (PNP) campuses. Strategy's Expected Result/Impact: Funds spent on allowable expenses, spent in a timely manner Staff Responsible for Monitoring: Director of State & Federal Accountability	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				


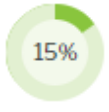
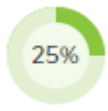
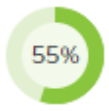
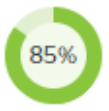



Goal 4: Seguin ISD will improve student, parent, community and staff satisfaction as determined by the Gallup Poll.










Performance Objective 3: Seguin ISD will improve staff satisfaction from the fall of 2024 to the spring of 2025 as determined by the Gallup Poll.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide mentor support to new hires with 0-2 years of an experience. Strategy's Expected Result/Impact: An increase in the pool of veteran teachers who are trained mentors, and an increase in the retention of teachers new to the profession. Staff Responsible for Monitoring: Chief Human Resources Officer</p> <p>Equity Plan</p>	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
Strategy 2 Details	Reviews			
<p>Strategy 2: District and campus leaders will continue in leadership development programs to support highly effective campus leaders. Strategy's Expected Result/Impact: Both district and campus leaders will align their strategic actions and collective efforts to: prioritize campus instructional and whole child growth and achievement, employ real-time coaching, develop a pipeline of talent, and promote and engage in common actions and language involving High Quality Instructional Materials (HQIM). Staff Responsible for Monitoring: Director of School Leadership</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				


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


Performance Objective 1: Increase the percentage of students enrolled in a Tier 1 or Tier 2 campus from 62% to 75% by August 2025.

Strategy 1 Details	Reviews			
<p>Strategy 1: Seguin ISD will reduce the number of Special Education students sent to disciplinary placements by 10%. Strategy's Expected Result/Impact: Special education students will be in class more often to gain instruction. Staff Responsible for Monitoring: Campus Administration, District Behavior Coordinator</p> <p>Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide transition services and summer enrichment opportunities for at risk youth who are detained at the Juvenile Detention Center Strategy's Expected Result/Impact: Reduction in recidivism Staff Responsible for Monitoring: Director of Federal Programs</p> <p>Funding Sources: - 288 Title I D - \$85,000</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide resources and services to address individual needs of students identified as Foster Care, Homeless, Migrant, and Military-Connected students, including transportation, school supplies, emergency clothing, hygiene items, community assistance referrals, and other services. Strategy's Expected Result/Impact: To increase identification of Foster Care, Homeless, Migrant, and Military-Connected students, improve attendance, and ensure needed supports are provided for these student groups Staff Responsible for Monitoring: Highly Mobile Populations Specialist</p>	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
Strategy 4 Details	Reviews			
<p>Strategy 4: Actively monitor campus and district level truancy and attendance interventions. Strategy's Expected Result/Impact: Improve attendance, promotion rates, and graduation rates. Decrease student drop-out rate. Staff Responsible for Monitoring: Chief Student Services Officer</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Provide Mental Health Supports to students at all campuses to encourage anti-bias, bully prevention, conflict resolution, suicide prevention, and violence prevention.</p> <p>Strategy's Expected Result/Impact: Improvement in student mental health.</p> <p>Staff Responsible for Monitoring: Director of Student Services</p> <p>Funding Sources: Contracted Services - Communities in Schools - 199 PIC 24 SCE</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide a comprehensive system of Positive Behavior Intervention Systems (PBIS) at all campuses to encompass behavioral needs at all levels, from Tier 1 supports through special education behavioral programs.</p> <p>Strategy's Expected Result/Impact: Reduction in student behavioral issues.</p> <p>Staff Responsible for Monitoring: Director of Special Education, Director of Student Services</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Implement proactive measures to address substance abuse, such as increased education and monitoring of known usage areas.</p> <p>Strategy's Expected Result/Impact: Decrease substance use and vaping-related occurrences.</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer</p>	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
Strategy 8 Details	Reviews			
<p>Strategy 8: In collaboration with Student Health Advisory Council (SHAC), implement dating violence and sex trafficking awareness and prevention education with all stakeholders.</p> <p>Strategy's Expected Result/Impact: To increase awareness and education.</p> <p>Staff Responsible for Monitoring: Director of Student Services</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 9 Details	Reviews			
<p>Strategy 9: Identify students who are at-risk for dropping out of school or who are economically disadvantaged and provide them with supplemental instruction/support and timely interventions.</p> <p>Strategy's Expected Result/Impact: Reduce the gap in student performance between the at-risk and non-at-risk student groups and the economically disadvantaged and non-economically disadvantaged student groups. A reduction in the drop out rate.</p> <p>Staff Responsible for Monitoring: Director of State & Federal Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
	N/A			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue