

**Seguin Independent School
District**

**Rodriguez Elementary
School**

**2025-2026
Campus
Improvement Plan**

Mission Statement

We empower students to reach their full potential by providing students and families a safe and engaging environment that fosters growth.

Vision

Every student will be equipped to thrive and succeed academically, socially, and emotionally.

Value Statement

We believe all students can learn and grow when there is a caring adult in their lives that motivates and supports them.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Spring 2025 Comprehensive Needs Assessment

<i>"I noticed..."</i>	<i>"I wonder..."</i>
Reading: 2023 72% Approaches 2024 68% Approaches 2023 45% Meets 2024 37% Meets 2023 19% Masters 2024 14% Masters	If the amount of testing interferes with the academic time. I wonder how the amount of test will impact.
Math: 2023 76% Approaches 2024 65% Approaches 2023 41% Meets 2024 31% Meets 2023 11% Masters 2024 9% Masters	Looking at Istation Reading for K, 1, and 2 looking at % of levels thinking about a bell curve, not seeing that in any of the classes. Looking at level 3 range is a small amount and that should be the biggest. What can we do to grow our level 3 kids so that it doesn't drop off.
Not hitting 50% in any subject in Meets/ on grade level	Specifically for Reading, some of the reason is because we are told to follow HmH to the T, there are a lot of gaps. It is a wondering where they go from 2nd grade to 3rd grade. There is not enough of some of the genres that kids need to know. They are lacking a lot of pieces missing so students are lacking background knowledge that students are missing from HmH.
There is a higher percentage in approaches/meets in Math than in ELAR. All student demo. Performed lower. Larger gaps for White students in ELAR to Math	ARBES side has to argue, at what level of fidelity are they using the curriculum because it is research and scientifically. Wonder why 1st and 2nd grade have a lower level. Why are the monolingual students performing lower than their DL counterparts.
Sub. population Concern in decrease in white population.	Wonder if meeting vertically will help so that each grade level is doing and what 5th grade is going to need. Maybe would solve some of the problems. The gap from 2nd to 3rd. Need to talk. Math talk to Math teachers. Don't get that opportunity there is not a lot of alignment.
Total test taken 38 test out of 569 tests, those 38 matter	When districts do meet it is about planning and then they would be canceled.

Science 2023 Meets GL 38% 2024 Meets GL 25%	Even if we do it here for just us.
Istation Data: Notice more than half of the 1st grade and 2nd grade and almost Kinder are below grade level. There is a chunk of students in 2nd grade that are above.	Reading passages: are the stories interesting to the kids or are they boring. Looking at the istation data, do they feel the excessive testing, are they already tuned out, look at the end of the year, how accurate is the data.
The istation reading data is similar to the sTAAR data. Biggest drop was 1st grade. Math drops off in 2nd grade. Math Monolingual kids are not closing the gaps where dL are closing the gaps.	Looking at RenStar. I wonder how much we would test on RenStar.
Reading Spanish kids are coming in strong they are doing better than the English kids. For the Math in Kinder they are doing something right.	Wondering if we can get a comparison chart where were they at the end of last year in K, 1st and 2nd the same cohort being compared. Looking in general these are the kids in K, 1, 2 and what happened in 3rd?
Found it interesting in Reading gen ed. They are below level going into 2nd grade in both languages.	Are we starting to see a decline where we are getting larger gaps?
I noticed that Kinder in Math they are doing something right. There are so much red and yellow in 2nd coming to 3rd in Reading and Math.	Looking at BOY, vs MOY and EOY
Looking at percentages in levels 3, 4, 5. In Kinder in English there is a big drop off between Kinder and 1st and 2nd. Kinder Math level 1's is small that it doesn't show up.	

CIP- 2025-2026 Focus

<u>Science</u> K-5 Vocab. Focus 30 mins. In schedule Share lab time SAVAAS training-purchase Vertically align labs inventory
<u>ECR/SCR</u> K-5 alignment strategy Whole group K-1 RACE-training Writing Expectations Rubrics- calibrate inter-rater

1st on Level Rdg/Math

MTSS
Dyslexia
Intervention
Phonemic Awareness?
Foundational Skills
Reading bags
Fluency

TELPAS/EBs

Summit K12
TELPAS Tuesday
15 mins. Mon.-Thurs.
Gen. Ed Kids included in the beginning

3rd Rdg/Math

Vertical Planning
Training TEKS Resource
PLC Focus to see how it builds from K-5

Demographics

Summary

Our Motto: "Launching Towards Success; To Boldly Go Where No One Has Gone Before"

Our Vision: Every student will be equipped to thrive and succeed academically, socially, and emotionally.

Our Mission: We empower students to reach their full potential by providing students and families a safe and engaging environment that fosters growth.

Rodriguez Elementary is a Kindergarten through 5th-grade Dual Language campus within Seguin ISD, serving approximately 493 students. The ethnic composition of the campus is 87% Hispanic (429 students), 10% White (47 students), 3% African American (13 students), and less than 1% identifying as two or more races (4 students). About 85% of students (421 students) are economically disadvantaged. Additionally, 20% of the students (97 students) receive Special Education services, 41% (203 students) participate in Bilingual Education, and 7% (33 students) are identified as Gifted and Talented. Approximately 70% of students (347 students) are considered at-risk, and 4% (21 students) receive 504 services.

Strengths

Rodriguez Elementary is a Kindergarten through 5th-grade Dual Language campus within Seguin ISD, serving approximately 493 students. The ethnic composition of the campus is 87% Hispanic (429 students), 10% White (47 students), 3% African American (13 students), and less than 1% identifying as two or more races (4 students). About 85% of students (421 students) are economically disadvantaged. Additionally, 20% of the students (97 students) receive Special Education services, 41% (203 students) participate in Bilingual Education, and 7% (33 students) are identified as Gifted and Talented. Approximately 70% of students (347 students) are considered at-risk, and 4% (21 students) receive 504 services.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1★	Approximately 70% of students (347 students) are considered at-risk.	Intervention curriculum and training is lacking at our campus and district.

★ = Priority

Student Learning

Summary

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	240	239	90	-	569	
Approaches GL or Above	163	177	53	-	393	69%
Meets GL or Above	88	115	27	-	230	40%
Masters GL	34	35	12	-	81	14%
Total Percentage Points						123%
Component Score						41

ORALIA R RODRIGUEZ EL (094901104) - SEGUIN ISD - GUADALUPE COUNTY

* Confidential *

Data Table: Accountability Groups

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
All Subjects									
Percent of Tests									
At Approaches GL Standard or Above	69%	88%	68%	74%	-	-	-	100%	66%
At Meets GL Standard or Above	40%	76%	38%	50%	-	-	-	50%	35%
At Masters GL Standard	14%	29%	12%	32%	-	-	-	50%	10%
Number of Tests									
At Approaches GL Standard or Above	393	15	348	28	-	-	-	2	340
At Meets GL Standard or Above	230	13	197	19	-	-	-	1	182
At Masters GL Standard	81	5	63	12	-	-	-	1	50
Total Tests	569	17	512	38	-	-	-	2	514
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	68%	86%	67%	65%	-	-	-	100%	65%
At Meets GL Standard or Above	37%	71%	34%	47%	-	-	-	100%	31%
At Masters GL Standard	14%	43%	12%	24%	-	-	-	100%	9%
Number of Tests									
At Approaches GL Standard or Above	163	6	145	11	-	-	-	1	140
At Meets GL Standard or Above	88	5	74	8	-	-	-	1	68
At Masters GL Standard	34	3	26	4	-	-	-	1	20
Total Tests	240	7	215	17	-	-	-	1	217
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	74%	100%	72%	88%	-	-	-	100%	72%
At Meets GL Standard or Above	40%	95%	47%	50%	-	-	-	95%	44%
At Masters GL Standard	14%	100%	12%	32%	-	-	-	100%	10%
Total Tests	239	1	215	19	-	-	-	1	217

At Meets GL Standard or Above	48%	55%	47%	30%	-	-	-	0%	44%
At Masters GL Standard	15%	29%	13%	38%	-	-	-	0%	10%
Number of Tests									
At Approaches GL Standard or Above	177	7	155	14	-	-	-	1	155
At Meets GL Standard or Above	115	6	101	8	-	-	-	0	94
At Masters GL Standard	35	2	27	6	-	-	-	0	22
Total Tests	239	7	215	16	-	-	-	1	216

Strengths

3rd Grade Reading and 3rd Grade Math improved from 2023-2024 to 2024-2025 according to STAAR data. 61% of 2nd Grade were on or above GL in our Dual Language classes.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 ★ Science went from 29% to 7% in the area of meets.	Teacher Turnover - New Curriculum (SAVAAS)
2 ★ 48% of students did not meet on the Science Staar	Lack consistent hands-on inquiry based learning.
3 ★ 52% of students Approached- decreasing from 57% in the previous year.	No Targeted Intervention in Science - lack Science Intervention of resources- and training

★ = Priority

School Processes & Programs

Summary

At Rodriguez Elementary, weekly PLCs will center around the three core principles: a focus on learning, a collaborative culture, and a results-driven mindset. Our campus will implement specific, practical strategies to ensure all students achieve at high levels.

The newly established Learning and Leadership Department has guided Seguin ISD in launching key initiatives to strengthen curriculum and instruction, including:

- The Fundamental Five
- Professional Learning Communities (PLCs)
- Benchmark and Campus-Based Assessments
- Data Analysis
- RtI Guidance
- Weekly Campus Check-in Meetings
- SIOP Training
- C6 Literacy
- New Teacher Mentor Program
- SIMBE Coaching

Together, these efforts aim to build strong instructional practices and improve student outcomes district-wide.

Strengths

- **Campus-wide Intervention Block**
 - Built into the master schedule to ensure all students receive targeted support.
 - 4 instructional paraprofessionals to support during intervention K-5
- **Weekly Grade-Level PLCs**
 - Structured collaborative planning and data analysis meetings for instructional alignment and student growth.
 - Peer Power Walks- Teacher observations
 - Literacy Station Alignment
 - Training from district leaders to support district initiatives.
- **Mentor Program for New Teachers**
 - Support system in place for all 1st- and 2nd-year teachers.

- **Professional Development Teachers and Staff**

- Monthly Lunch and Learns
- Campus "Speed Dating"
- McKenny Vento/Child Protective Services Training.
- Character Strong Training and Fidelity Checks.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 ★ MTSS framework does not effectively identify and students in need.	Inconsistent implementation and lack of progress monitoring
2 ★ MTSS does not meet frequently to address, inconsistent implementation, and limited progress monitoring.	One individual in charge of the district causing 3 meetings a year per grade level instead of monthly fidelity checks.
3 ★ Behavior is not consistently addressed through the MTSS framework, resulting in reactive interventions and lack of documented support for students with ongoing behavior challenges.	Unclear roles and responsibilities in documenting and following up on behavioral interventions.

★ = Priority

Perceptions

Summary

Parent Survey:

- Academic Standards
 - Opportunities to choose how they learn
- School Leadership
 - Makes me enthusiastic about the future
- Strength and Development
 - At school, my child has the opportunity to do what they do best every day.
- Only 42 people completed the survey we have 500 students on campus

Student Survey:

- When I am angry or upset, I am very good at explaining what is bothering me to other people.
- My classmates care about me.
- I can find many ways around problems.

Employee Survey:

Two lowest areas

- Q2 Materials and Equipment- I have the materials and equipment I need to do my work right.
- Q1 I know what is expected of me at work.

Strengths

Employee Gallup Survey
What good news is there to celebrate?

- 48 out of 61 respondents.
- Three Highest Areas:
 - Q4 Recognition- In the last 7 days I have received recognition or praise for doing good work.
 - Q9 Commitment to Quality- My coworkers are committed to doing quality work.
 - Q5- My supervisor or someone at work, seems to care about me as a person.

Family and Student Survey
What good news is there to celebrate?

- Campus overall results are higher than district results
- School Environment and School Leadership got the highest ratings in 4.10 and 4.14

highest ratings in 4.10 and 4.14

- All areas had a plus in the difference with district and campus.
- The leadership at my child's school always treats me with respect, ranks high.]

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Only 42 people completed the survey we have 500 students on campus	Lack of access or accountability piece- no tracking or incentive
2 ★	Student Survey reveals that student concern; "When I am angry or upset, I am very good at explaining what is bothering me to other people."	Limited Practice Opportunities: Students have few structured opportunities to practice naming and expressing emotions in safe, supportive environments.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Approximately 70% of students (347 students) are considered at-risk.

Intervention curriculum and training is lacking at our campus and district.

2
★

Science went from 29% to 7% in the area of meets.

Teacher Turnover - New Curriculum (SAVAAS)

3
★

48% of students did not meet on the Science Staar

Lack consistent hands-on inquiry based learning.

4
★

52% of students Approached- decreasing from 57% in the previous year.

No Targeted Intervention in Science - lack Science Intervention of resources- and training

5
★

MTSS framework does not effectively identify and students in need.

Inconsistent implementation and lack of progress monitoring

6
★

MTSS does not meet frequently to address, inconsistent implementation, and limited progress monitoring.

One individual in charge of the district causing 3 meetings a year per grade level instead of monthly fidelity checks.

7
★

Behavior is not consistently addressed through the MTSS framework, resulting in reactive interventions and lack of documented support for students with ongoing behavior challenges.

Unclear roles and responsibilities in documenting and following up on behavioral interventions.

8
★

Only 42 people completed the survey we have 500 students on campus

Lack of access or accountability piece- no tracking or incentive

9
★

Student Survey reveals that student concern; "When I am angry or upset, I am very good at explaining what is bothering me to other people."

Limited Practice Opportunities: Students have few structured opportunities to practice naming and expressing emotions in safe, supportive environments.

★ = Priority



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 High Priority

Increase the percentage of students achieving Meets Grade Level or above on Grade 4 STAAR Reading by 6 percentage points, from 29% to 35% by June 2026.

Evaluation Data Source: 2025 STAAR RLA Data

Strategy 1 Additional Targeted Support Strategy

Implement SGRI and Guided Reading in grades K-5 for all students Reading below GL.

Strategy's Expected Result/Impact: 1 year growth in reading level

Staff Responsible for Monitoring: Instructional Coach

Problem Statements: Demographics 1

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

October

January

March

May

Strategy 2 Targeted Support Strategy

Provided targeted TEKS skill based intervention at least 3 times a week for 45 minutes- Reading

Strategy's Expected Result/Impact: 1 year growth in reading level
Increase fluency rate (K-2)

Staff Responsible for Monitoring: Instructional Coach

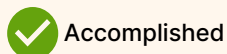
Problem Statements: Demographics 1 - School Processes & Programs 1

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Accomplished

October

January

March

May

Strategy 3

Utilize Student Data Tracking, Data Binders, and Data Walls

Strategy's Expected Result/Impact: 1 year growth in reading level

Staff Responsible for Monitoring: Instructional Coach

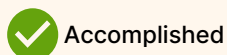
Problem Statements: Demographics 1 - School Processes & Programs 2

Title I:

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Accomplished

October

January

March

May

Strategy 4

Participate in Professional Development to include, SGRI, Estrellita/Lunita, STAAR Strategies, Guided Reading, Foundational Skills.

Strategy's Expected Result/Impact: Increase student outcomes in Reading

Staff Responsible for Monitoring: Instructional Coach

Problem Statements: Demographics 1 - School Processes & Programs 1

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

October

January

March

May

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Approximately 70% of students (347 students) are considered at-risk.	Intervention curriculum and training is lacking at our campus and district.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 MTSS framework does not effectively identify and students in need.	Inconsistent implementation and lack of progress monitoring
2 MTSS does not meet frequently to address, inconsistent implementation, and limited progress monitoring.	One individual in charge of the district causing 3 meetings a year per grade level instead of monthly fidelity checks.

Performance Objective 2 High Priority

By the End of Year (EOY) 2026, the percentage of 1st grade students performing at or above grade level on the RENSTAR Reading assessment will increase by 10% from their Beginning of Year (BOY) performance.

Evaluation Data Source: RenStar Reading Data

Strategy 1 Targeted Support Strategy

Monthly RenStar Data Analysis and Intervention Planning & Implementation

Strategy's Expected Result/Impact: Increase students on or above RenStar-Reading

Staff Responsible for Monitoring: Instructional Coach

Problem Statements: School Processes & Programs 1, 2

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

 Accomplished

October January March May

Strategy 2

Planning Days per Grade Level each Quarter Dual Language Vertical Planning Content Vertical Planning

Strategy's Expected Result/Impact: Closing the Gap 3-5 based on STAAR

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Demographics 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Accomplished

October

January

March

May

Strategy 3

SGRI- Foundational Reading Skills and RenStar Training and Implementation Kinder through 2nd grade

Strategy's Expected Result/Impact: Close the gap K-2

Staff Responsible for Monitoring: Instructional Coach

Problem Statements: School Processes & Programs 1, 2

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

October

January

March

May

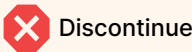
Strategy 4 Additional Targeted Support Strategy

Reading Strategy Training for Kinder-2nd Grade; Dyslexia Checklist (QPS)

Strategy's Expected Result/Impact: Early and Timely Identification of Dyslexia students

Staff Responsible for Monitoring: Dyslexia Teachers

Formative Reviews



Discontinue

October

January

March

May

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Approximately 70% of students (347 students) are considered at-risk.	Intervention curriculum and training is lacking at our campus and district.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 MTSS framework does not effectively identify and students in need.	Inconsistent implementation and lack of progress monitoring
2 MTSS does not meet frequently to address, inconsistent implementation, and limited progress monitoring.	One individual in charge of the district causing 3 meetings a year per grade level instead of monthly fidelity checks.

Goal 2

Increase the percentage of third grade students who score meets grade level or above on STAAR Mathematics from 28% to 54% by August 2027.

Performance Objective 1

Increase the percentage of students achieving Meets Grade Level or above on Grade 4 STAAR Math by 6 percentage points, from 31% to 37% by June 2026.

Evaluation Data Source: Math STAAR

Strategy 1 Targeted Support Strategy

Implement Math Intervention and Guided Math with intentional grouping at least 2 days a week.

Strategy's Expected Result/Impact: Build foundational skills evident through RenStar Math

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 1

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

 Accomplished

October

January

March

May

Strategy 2

Kinder- 2nd grade utilize math manipulatives and supplemental aides with fidelity to increases students on grade level

Strategy's Expected Result/Impact: Build number fluency skills and problem solving
Increase Math results

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 1

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

 Accomplished

October **January** **March** **May**

Strategy 3

Implement a campus wide problem solving strategy training and implementation

Strategy's Expected Result/Impact: Staar Outcomes increase

Staff Responsible for Monitoring: Instructional Coach

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

 Accomplished

October **January** **March** **May**

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Approximately 70% of students (347 students) are considered at-risk.	Intervention curriculum and training is lacking at our campus and district.

Performance Objective 2

By the End of Year (EOY) 2026, the percentage of 1st grade students performing at or above grade level on the RENSTAR Math assessment will increase by 10% from their Beginning of Year (BOY) performance.

Evaluation Data Source: Renstar Data BOY to EOY

Strategy 1

Math data digs and data tracking and analysis with intentional grouping

Strategy's Expected Result/Impact: Increase RenStar and STAAR math scores

Staff Responsible for Monitoring: Principal

Problem Statements: School Processes & Programs 1, 2

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Accomplished

October

January

March

May

Strategy 2

Training and implementation of RenStar and IXL or other digital platforms enhancing Progress Monitoring to decrease students in MTSS (Academics)

Strategy's Expected Result/Impact: Increase STAAR score and RenStar scores in math

Staff Responsible for Monitoring: Principal

Problem Statements: School Processes & Programs 1, 2

Title I: 2.5.2

Formative Reviews



Accomplished

October

January

March

May

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

MTSS framework does not effectively identify and students in need.

Inconsistent implementation and lack of progress monitoring

2

MTSS does not meet frequently to address, inconsistent implementation, and limited progress monitoring.

One individual in charge of the district causing 3 meetings a year per grade level instead of monthly fidelity checks.

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 High Priority HB3 Goal

By May 2026, increase the percentage of fifth graders achieving MEETS grade level or above on Science STAAR from 17% to 24%.

Evaluation Data Source: Science STAAR

Strategy 1 Targeted Support Strategy

Implement hands-on labs at least once a week for K-5

Strategy's Expected Result/Impact: TEKS Mastery
Increase in Science STAAR scores

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Student Learning 1, 2, 3

Title I: 2.5.1

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

 Accomplished

October

January

March

May

Strategy 2

Implement Science Vocabulary Instruction evident in Lesson Plans K-5

Strategy's Expected Result/Impact: Increase assessment data for Science

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Student Learning 1, 2, 3

Title I: 2.5.1, 2.5.3

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

 Accomplished

October

January

March

May

Strategy 3

STEM Rotations for 4th and 5th Grade (once a quarter in Library)

Strategy's Expected Result/Impact: Increase STAAR scores in 5th Grade
Increase student Interest

Staff Responsible for Monitoring: Librarian

Problem Statements: Student Learning 1, 2, 3

Title I: 2.5.2

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

No Progress

October

January

March

May

Strategy 4

Implement Science Interactive Journals in K-5th grade (with a focus on Vocabulary)

Formative Reviews

 Accomplished

October

January

March

May

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Science went from 29% to 7% in the area of meets.	Teacher Turnover - New Curriculum (SAVAAS)
2	48% of students did not meet on the Science Staar	Lack consistent hands-on inquiry based learning.
3	52% of students Approached-decreasing from 57% in the previous year.	No Targeted Intervention in Science - lack Science Intervention of resources-and training

Performance Objective 2 High Priority HB3 Goal

By May 2026, 50% of fourth grade students score a 3 or above on their ECR (Extended Constructed Response).

Evaluation Data Source: Reading STAAR

Strategy 1

Writing across content daily K-5 (digital and scribing)

Strategy's Expected Result/Impact: Increase writing skills K-5

Staff Responsible for Monitoring: Instructional Coach

Problem Statements: School Processes & Programs 2

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress			
October	January	March	May

Strategy 2

Training and Aligning ECR and SCR strategies across grades 2-5 Training and Aligning Primary Writing Strategies K-1

Strategy's Expected Result/Impact: Increase writing skills across K-5

Staff Responsible for Monitoring: Instructional Coach

Problem Statements: Demographics 1

Title I: 2.5.2

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Strategy 3

Tutoring and Intervention Support targeting ELAR/SLAR

Strategy's Expected Result/Impact: Increase reading assessments results

Increase students on grade level for reading

Increase students scoring 3 or above on an ECR

Staff Responsible for Monitoring: Instructional Coach

Problem Statements: Demographics 1

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

October

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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Approximately 70% of students (347 students) are considered at-risk.

Intervention curriculum and training is lacking at our campus and district.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

MTSS does not meet frequently to address, inconsistent implementation, and limited progress monitoring.

One individual in charge of the district causing 3 meetings a year per grade level instead of monthly fidelity checks.

Performance Objective 3 High Priority

By May 2026 Increase the percentage of Emergent Bilingual students performing one competency level higher on TELPAS from Xx to XX.

Evaluation Data Source: TELPAS
Summit K12

Strategy 1

Implement TELPAS Tuesday and Thursday using Summit K12 and IXL or other digital platforms.

Strategy's Expected Result/Impact: Increase proficiency in Listening, Speaking, Reading, and Writing

Staff Responsible for Monitoring: Instructional Coach

Problem Statements: Demographics 1 - School Processes & Programs 1

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

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Strategy 2 Targeted Support Strategy

Implement Dual Language Non-Negotiable Instructional Strategies aligned K-5.

Strategy's Expected Result/Impact: Increase consistency and increase TELPAS ratings.

Staff Responsible for Monitoring: Principal.

Problem Statements: Demographics 1

Title I: 2.5.3

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

 Accomplished

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Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Approximately 70% of students (347 students) are considered at-risk.	Intervention curriculum and training is lacking at our campus and district.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 MTSS framework does not effectively identify and students in need.	Inconsistent implementation and lack of progress monitoring

Goal 4 Seguin ISD will improve student, parent, community and staff satisfaction as determined by the District Survey.

Performance Objective 1

Seguin ISD will improve student satisfaction from the fall of 2025 to the fall of 2026 as determined by the District Survey.

Evaluation Data Source: District Survey Results

Strategy 1

Provide opportunities for student clubs and organizations (Choir, Patrols, Student Council, Recycle Clubs etc.)

Strategy's Expected Result/Impact: Increase student opportunities to build a positive culture

Staff Responsible for Monitoring: Assistant Principal

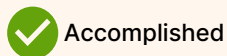
Problem Statements: Demographics 1 - Perceptions 1

Title I: 2.5.3

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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Strategy 2

Provide resources and support through School Counselor and CIS through SEL lessons.

Strategy's Expected Result/Impact: Increase student outcomes
CIS Survey

Staff Responsible for Monitoring: Counselor

Problem Statements: Perceptions 1, 2

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

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Strategy 3

Participate in Kinder Round Up and PK-K transition meetings Participate in Middle School Campus Visits

Strategy's Expected Result/Impact: Easier Transition to a new campus
Increase student and parent survey

Staff Responsible for Monitoring: Counselor

Problem Statements: Demographics 1 - Perceptions 1, 2

Title I:

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

No Progress

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Strategy 4

Provide parent involvement opportunities for parents and guardians at two times per semester.

Strategy's Expected Result/Impact: Increase parent participation on campus

Staff Responsible for Monitoring: Counselor

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Formative Reviews



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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Approximately 70% of students (347 students) are considered at-risk.	Intervention curriculum and training is lacking at our campus and district.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Only 42 people completed the survey we have 500 students on campus	Lack of access or accountability piece- no tracking or incentive
2 Student Survey reveals that student concern; "When I am angry or upset, I am very good at explaining what is bothering me to other people."	Limited Practice Opportunities: Students have few structured opportunities to practice naming and expressing emotions in safe, supportive environments.

Performance Objective 2

Seguin ISD will improve parent satisfaction from the Fall of 2025 to the Fall of 2026 as determined by the District Survey.

Evaluation Data Source: Increase Participation
Only 42 people completed the survey we have 500 students on campus

Strategy 1

Provide opportunities for parent engagement through PTC, Parenting Partners, Family Meals and Calm and Kind.

Strategy's Expected Result/Impact: Increase Parent Involvement
Parent survey

Staff Responsible for Monitoring: Counselor

Problem Statements: Perceptions 1, 2

Title I:

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 2

Attend Parenting Partners Trainings

Strategy's Expected Result/Impact: Increase parent engagement

Staff Responsible for Monitoring: Counselor

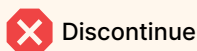
Problem Statements: Perceptions 1

Title I:

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Discontinue

October

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Strategy 3

Host a Resource Fair once per semester

Strategy's Expected Result/Impact: Increase Parent and Community Engagement

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Perceptions 2

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 4

Review ,Create, and Implement Parent Family Engagement Compact (PFE) with parent input.

Strategy's Expected Result/Impact: Increase parent engagement and parent feedback

Staff Responsible for Monitoring: Principal

Problem Statements: Perceptions 1, 2

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement		Root Cause
1	Only 42 people completed the survey we have 500 students on campus	Lack of access or accountability piece- no tracking or incentive
	2 Student Survey reveals that student concern; "When I am angry or upset, I am very good at explaining what is bothering me to other people."	Limited Practice Opportunities: Students have few structured opportunities to practice naming and expressing emotions in safe, supportive environments.

Performance Objective 3

Seguin ISD will improve staff satisfaction from the fall of 2024 to the fall of 2025 as determined by the District Survey.

Evaluation Data Source: District Survey
Campus Turn Over data
New Hire data

Strategy 1

Align Campus Events to Instructional Needs

Strategy's Expected Result/Impact: Increase student academic achievement and partnership with teachers and parents

Staff Responsible for Monitoring: Principal

Problem Statements: Perceptions 2

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

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Strategy 2

Provide Support and Resources for Teachers from Central Office, Administration, and Instructional Coach

Strategy's Expected Result/Impact: Increase morale and build a positive culture

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 1

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews



Accomplished

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Strategy 3

Staff Surveys and Feedback Opportunities through ILT.

Strategy's Expected Result/Impact: Improve processes and communication

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

Some Progress

October

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Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Approximately 70% of students (347 students) are considered at-risk.	Intervention curriculum and training is lacking at our campus and district.

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
2 Student Survey reveals that student concern; "When I am angry or upset, I am very good at explaining what is bothering me to other people."	Limited Practice Opportunities: Students have few structured opportunities to practice naming and expressing emotions in safe, supportive environments.

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 High Priority

By May 2026, decrease staff retention rate from 55% to 30%.

Evaluation Data Source: End of the Year Report
26-27 Beginning of the year New Hire List

Strategy 1

Recognize and Reward Teachers and Staff at least bi-weekly.

Strategy's Expected Result/Impact: Cultivate a positive climate among staff.

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

 Accomplished

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Strategy 2

Host Campus Wide events for staff members at least once per semester

Strategy's Expected Result/Impact: Relationship building and positive culture.

Staff Responsible for Monitoring: Counselor

Problem Statements: Perceptions 1, 2

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

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Moderate Progress

October

January

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Approximately 70% of students (347 students) are considered at-risk.

Intervention curriculum and training is lacking at our campus and district.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Only 42 people completed the survey we have 500 students on campus

Lack of access or accountability piece- no tracking or incentive

2

Student Survey reveals that student concern; "When I am angry or upset, I am very good at explaining what is bothering me to other people."

Limited Practice Opportunities: Students have few structured opportunities to practice naming and expressing emotions in safe, supportive environments.

Performance Objective 2 ☒ High Priority

By May 2026, increase student attendance from 93.8 to 94%.

Evaluation Data Source: ADA Reports

Strategy 1

Provide attendance incentives for students and teachers

Strategy's Expected Result/Impact: Increase classroom and staff attendance

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Demographics 1

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

Some Progress

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Strategy 2

Attendance Team Leaders assigned to Grade Levels as Case Managers Implement Attendance Flow Chart

Strategy's Expected Result/Impact: Increase attendance or chronically absent students

Staff Responsible for Monitoring: Assistant Prinipal

Problem Statements: Demographics 1 - Perceptions 2

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Accomplished

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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Approximately 70% of students (347 students) are considered at-risk.

Intervention curriculum and training is lacking at our campus and district.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

Student Survey reveals that student concern; "When I am angry or upset, I am very good at explaining what is bothering me to other people."

Limited Practice Opportunities: Students have few structured opportunities to practice naming and expressing emotions in safe, supportive environments.

Performance Objective 3

By May 2026 Campus Discipline data will decrease from 6.5% in ISS, OSS, and Incident Reports to 5%.

Strategy 1

PBIS incentives and expectations

Strategy's Expected Result/Impact: Decrease referrals
Increase Tier 1 positive behaviors

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: School Processes & Programs 1, 2, 3

Formative Reviews



Accomplished

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Strategy 2

Create and implement a behavior flow chart/checklist

Strategy's Expected Result/Impact: Decrease referrals

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: School Processes & Programs 3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Accomplished

October January March May

Strategy 3

Implement Positive Behavior Referrals and Pre-referrals

Strategy's Expected Result/Impact: Decrease incidents for ISS, OSS and Detention

Staff Responsible for Monitoring: Assistant Principal

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Accomplished

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Strategy 4

Community in Schools (CIS) will provide support for 92 students by implementing, counseling, small group lunch bunch, intervention support, and social stories.

Strategy's Expected Result/Impact: Reduce referrals and behavior incidents

Staff Responsible for Monitoring: CIS Coordinator

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Formative Reviews

Moderate Progress

October

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Strategy 5

Increase after school clubs and student organizations to increase student morale and decrease social emotional concerns.

Strategy's Expected Result/Impact: Increase student survey results

Increase parent survey results

Decrease office referrals

Increase Positive Office Referrals

Staff Responsible for Monitoring: Assistant Principal

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Accomplished

October

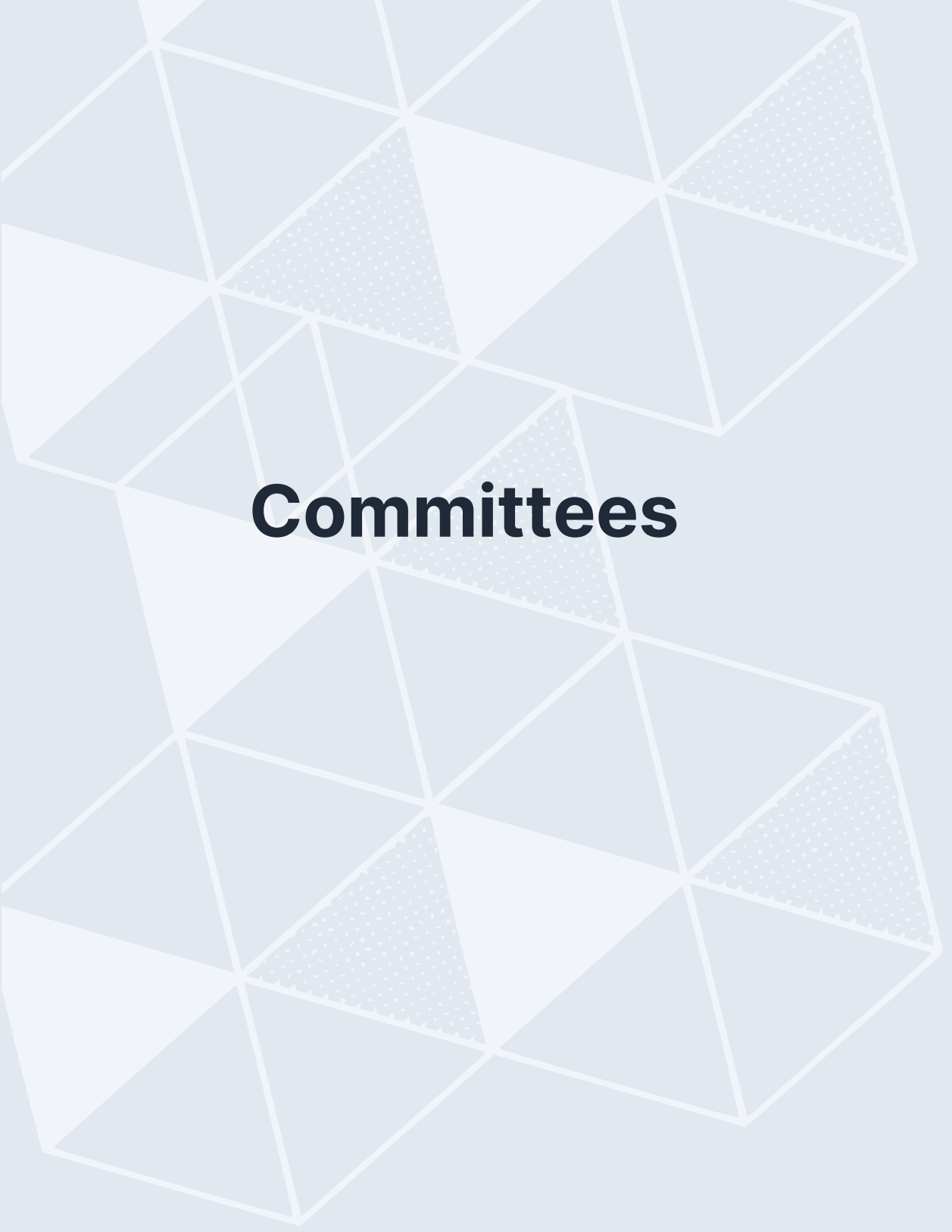
January

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Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 MTSS framework does not effectively identify and students in need.	Inconsistent implementation and lack of progress monitoring
2 MTSS does not meet frequently to address, inconsistent implementation, and limited progress monitoring.	One individual in charge of the district causing 3 meetings a year per grade level instead of monthly fidelity checks.
3 Behavior is not consistently addressed through the MTSS framework, resulting in reactive interventions and lack of documented support for students with ongoing behavior challenges.	Unclear roles and responsibilities in documenting and following up on behavioral interventions.



Committees

Committees

Site Based Decision Making Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
November 5, 2025 @ 4:00 PM	Library	--	--
September 3, 2025 @ 4:00 PM	Library	--	--

Members

First Name	Last Name	Position	Committee Role
Belinda	Servantes	5th Teacher	Member
David	Trowbridge	Parent	Parent Member
Rafael	Santiago	Parent	Parent Member
Andrea	Chapa	Instructional Coach	Member
Ofelia	Santiago	Principal	SBDM Coordinator
Lee Ann	Traylor	Essential Academics Lead Teacher	Member
Stephanie	Trowbridge	Assistant Principal	Member
Rosalinda	Moravits	5th Grade Lead Teacher	Member
Alma	Carmona	4th Grade Lead Teacher	Member
Lorie	Ramirez	3rd Grade Lead Teacher	Member
Mandy	Goins	2nd Grade Lead Teacher	Member
Danielle	Korn	1st Grade Lead Teacher	Member
Adam	Westerfield	Kinder Lead Teacher	Member