

Seguin Independent School District



A.J. Briesemeister Middle School

2025-2026 Formative Reviews

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Goal 1

Increase the percentage of 6-8 grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 46% to 53% by August 2026 to reach our points.

Performance Objective 1 High Priority HB3 Goal

Intellectual Prowess: Increase the number of Meets in Reading by 425 students.

Evaluation Data Source: CFA, Interim, STAAR tests

Strategy 1

Educators target instruction for students based on data in planning for Tier 1 instruction using HQIM.

Strategy's Expected Result/Impact: CFA's, exit tickets, STAAR test

Staff Responsible for Monitoring: Instructional coach, academic dean, and lead principals over content

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Data-Driven Instructional Planning: We will train teachers to use student performance data, establish data meetings after every CFA, use data to identify trends in student understanding, and adjust instructional methods accordingly.

Strategy's Expected Result/Impact: formative assessments, exit tickets, benchmark data (interim tests)

Staff Responsible for Monitoring: all leadership

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

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Strategy 3

Regular Classroom Observations and Feedback: Schedule regular classroom observations focused on Tier 1 instruction, which will provide teachers with constructive, actionable feedback on instructional strategies. Implement a system for teachers to receive feedback from peers or instructional coaches, focusing on continuous improvement in engagement and instructional techniques. Utilize observation data to inform future professional development needs and support targeted improvements in instruction.

Strategy's Expected Result/Impact: formative assessments, exit tickets, benchmark data (interim tests)

Staff Responsible for Monitoring: administration, Instructional coaches,

TEA Priorities: Improve low-performing schools

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

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Strategy 4

Track and evaluate the impact of improved Tier 1 instruction on student performance and engagement using quarterly data reports. Use surveys or focus groups to gather feedback from teachers and students on instructional changes, adjusting the strategy as needed to maximize its impact. Report progress to school leadership and stakeholders to celebrate successes and identify further opportunities for growth.

Strategy's Expected Result/Impact: CFA, interim, exit tickets: student individual trackers

Staff Responsible for Monitoring: Administration, teacher leads, IC

Formative Reviews

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Goal 2

The campus will Increase the percentage of 6-8 grade students who score meet grade level or above on STAAR Mathematics from 27% to 33% by August 2025 to reach the points needed.

Performance Objective 1

Increase the Intellectual Prowess on campus: Students will increase the number of Meets in Math by 265 students.

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Educators target instruction for students based on data in planning for Tier 1 instruction using HQIM.

Strategy's Expected Result/Impact: CFA's, exit tickets, STAAR test

Staff Responsible for Monitoring: Instructional coach, academic dean, and lead principals over content

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

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Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

Data-Driven Instructional Planning: Train teachers to use student performance data, Establish data meetings after every CFA, Use data to identify trends in student understanding and adjust instructional methods accordingly.

Strategy's Expected Result/Impact: formative assessments, exit tickets, benchmark data (interim tests)

Staff Responsible for Monitoring: admin, instructional coach

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy

Math Tutoring and Small-Group Instruction: Implement pull-out and push-in programs during the school day and/or after school, focusing on fundamental math concepts and STAAR-specific skills.

Strategy's Expected Result/Impact: formative assessments, exit tickets, benchmark data (interim tests)

Staff Responsible for Monitoring: admin, instructional coach

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

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

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Strategy 4 Targeted Support Strategy Additional Targeted Support Strategy

Professional Development for Teachers: Instructional Strategies for Math Mastery: Train teachers in techniques for teaching complex math concepts, problem-solving strategies, and critical thinking skills.

Strategy's Expected Result/Impact: formative assessments, exit tickets, benchmark data (interim tests), walkthrough data

Staff Responsible for Monitoring: admin, instructional coach

TEA Priorities: Improve low-performing schools

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

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Strategy 5 Targeted Support Strategy Additional Targeted Support Strategy

Set Individual Goals with Students: Help students set personal math goals and track their progress with visual charts or milestones. Incentives for Growth and Improvement: Recognize and reward improvements, no matter how small, to motivate continued effort. Math Challenges and Competitions: Create opportunities for students to participate in math challenges, fostering enthusiasm and engagement with the subject.

Strategy's Expected Result/Impact: formative assessments, exit tickets, benchmark data (interim tests), data trackers

Staff Responsible for Monitoring: admin, instructional coaches

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Goal 3

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

Performance Objective 1

Increase family participation, a sense of belonging, investment.

Strategy 1 Targeted Support Strategy

Regular Updates and Positive Communications: Send frequent, positive updates about student progress, upcoming events, and opportunities for engagement. Celebrate individual student successes and classroom achievements in newsletters, emails, or text messages.

Strategy's Expected Result/Impact: surveys, participation

Staff Responsible for Monitoring: all administration

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 2

Personalized Outreach: Assign a staff member or volunteer to contact families who may not have participated in previous events, offering a personal invitation. Show appreciation for their involvement, and offer any support they might need.

Strategy's Expected Result/Impact: team leads

Staff Responsible for Monitoring: all administration, PBIS committee

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 3 Targeted Support Strategy

Multilingual Communication: To ensure inclusivity, provide information in the languages most commonly spoken by your families. Use translators when needed, and consider offering language-specific events to engage these communities further.

Strategy's Expected Result/Impact: surveys, participation

Staff Responsible for Monitoring: administration

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 4

We are offering loaner computers to families interested in learning how to use a device to check grades, monitor student progress, navigate Google Classroom, and help Spanish-speaking families learn English. (8) computers

Strategy's Expected Result/Impact: More families will be aware of how to check students' grades, learn to help students in Google classrooms

Staff Responsible for Monitoring: Guzman, Young (librarian)

TEA Priorities: Improve low-performing schools

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Goal 4

AJB will engage in activities that prepare students to meet College, Career, and Military Readiness (CCMR) requirements in high school.

Performance Objective 1 High Priority

By the end of the year, at least 80% of students will demonstrate growth on beginning of the year assessments /MOY/EOY aligned with STAAR/EOC readiness standards.

Evaluation Data Source: unit test, interim tests,

Strategy 1

PBL- focus on careers and pathways; counselor lessons target new careers.

Strategy's Expected Result/Impact: Students can pick classes that fit their career path.

Staff Responsible for Monitoring: all teachers and admin

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

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Early Exposure to College Visits: Organize virtual or in-person college tours to expose students to different types of post-secondary institutions.

Strategy's Expected Result/Impact: Increase interest in colleges

Staff Responsible for Monitoring: administration

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

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

Dual Credit and Advanced Courses Awareness: Host informational sessions on advanced placement (AP) classes, International Baccalaureate (IB), and dual-credit courses that students can take to earn college credit while in high school.

Strategy's Expected Result/Impact: Increase interest in dual credit courses

Staff Responsible for Monitoring: Admin and counselors

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

ESF Levers: Lever 3: Positive School Culture

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Strategy 4

Career Exploration Days: Host career fairs where local professionals from various industries (healthcare, tech, engineering, education, etc.) come to discuss their jobs and the pathways to enter these fields.

Strategy's Expected Result/Impact: Increase interest in jobs and different pathways

Staff Responsible for Monitoring: administration and counselors

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

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Goal 5

AJB will be a Tier 1 or Tier 2 campus by 2027.

Performance Objective 1 High Priority

Increase the percentage of 8th-grade students who score meets grade level or above on Social Studies STAAR from 18% to 26%.

Evaluation Data Source: CFA, STAAR, Interim tests

Strategy 1

Focus on Literacy and Critical Reading Skills: Primary Source Analysis; Close Reading and Note-Taking Techniques, Vocabulary Development

Strategy's Expected Result/Impact: CFA, PLC, Interim, STAAR

Staff Responsible for Monitoring: ADMIN

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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May

Strategy 2

Enhance Content Knowledge Through Technology: Digital Resources and Games: Use platforms like Kahoot, Quizlet, or interactive history websites to review key concepts in a fun, engaging way that reinforces learning through repetition. Educational Videos and Podcasts: Integrate short, engaging history videos (e.g., Crash Course History) or podcasts that can bring historical events and figures to life, providing visual and auditory reinforcement.

Strategy's Expected Result/Impact: PLC, CFA, Interim, STAAR

Staff Responsible for Monitoring: ADMIN

TEA Priorities: Improve low-performing schools

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

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Performance Objective 2 High Priority

Increase the percentage of 8th-grade students who score meets grade level or above on the science STAAR from 27% to 35%.

Evaluation Data Source: CFA, Interim and STAAR

Strategy 1

Engage Students with Hands-On, Inquiry-Based Learning: Frequent Lab Experiments, STEM Challenges and Projects:, Interactive Science Notebooks:

Strategy's Expected Result/Impact: CFA, Interim, PLC, STAAR, NEW curriculum

Staff Responsible for Monitoring: ADMIN

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

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May

Strategy 2

Focus on Vocabulary and Conceptual Understanding: Science Vocabulary Word Walls: Display a word wall with key vocabulary terms that are updated regularly. Practice using these terms in context,. Using shelter instruction strategies to help EB's

Strategy's Expected Result/Impact: PLC, CFA, Interim

Staff Responsible for Monitoring: Adim

TEA Priorities: Improve low-performing schools

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Strategy 3

Incorporate Data Analysis and Critical Thinking Activities: Science Question-of-the-Day: Start each class with a critical-thinking question or problem that requires analysis and reasoning. This builds the habit of thinking like a scientist and reinforces test-taking skills.

Strategy's Expected Result/Impact: PLC, CFA, Interim

Staff Responsible for Monitoring: Admin

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Seguin Independent School District



Ball Early Childhood Center

2024-2025 Formative Reviews

Board Approval Date:
October 29, 2024

Public Presentation Date:
October 29, 2024

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Goal 1

Ball ECC will show an increase in the percentage of students who achieve "on track" for kinder readiness in Phonemic Awareness to 94% by August of 2027.

Performance Objective 1 High Priority HB3 Goal

Ball ECC will show an increase in the percentage of students who achieve "on track" for kinder readiness in overall phonological awareness from 87% to 90% by August 2025.

Evaluation Data Source: Ball ECC Formative Assessment, CLI BOY MOY and EOY, Progress Monitoring, PLC Weekly Meetings

Summative Evaluation: Met Performance Objective

Strategy 1

By focusing on curriculum alignment, instructional practices, common formative assessments and support for special programs and sub-populations, phonemic awareness scores will increase from BOY to EOY.

Strategy's Expected Result/Impact: Focus on strong tier 1 instruction will increase student performance.

Staff Responsible for Monitoring: Teachers
Administrators

Problem Statements: Student Learning 1

Title I: 2.4, 2.5

Formative Reviews



Strategy 2

All teachers at Ball ECC will participate in weekly PLC's and grow their understanding of the PLC process through learning walks, PLC training opportunities and coaching.

Strategy's Expected Result/Impact: Ball ECC teachers will gain a better understanding of strong instruction and there will be an increase in student performance.

Staff Responsible for Monitoring: Principal
Assistant Principal
Team Leads

Title I: 2.4, 2.6

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Accomplished

May

Strategy 3

Ball ECC teachers will use a common formative assessment developed by the instructional leads of the campus.

Strategy's Expected Result/Impact: The use of formative assessment will align teachers. and improve instruction.

Staff Responsible for Monitoring: Principal
Assistant Principal
Team Leads

Problem Statements: Student Learning 1, 2, 3

Title I: 2.4, 2.6

Formative Reviews

Considerable Progress

October



Accomplished

January



Accomplished

March



Accomplished

May

Strategy 4

All Ball ECC teachers will participate in developmentally appropriate PD to support the various learning needs of our students.

Strategy's Expected Result/Impact: Increase understanding and utilization of Pre k guidelines and social/emotional skills, through targeted professional development. This will then increase students' overall Phonological Awareness to 90%.

Staff Responsible for Monitoring: Principal
Assistant Principal

Problem Statements: School Processes & Programs 4

Title I: 2.4, 2.6

Formative Reviews

Some Progress

October

Moderate Progress

January



Accomplished

March



Accomplished

May

Strategy 5

Provide intervention support for emergent literacy, writing and math to support the kinder readiness.

Strategy's Expected Result/Impact: By utilizing classroom teaching assistants, Ball ECC will increase overall kinder readiness.

Staff Responsible for Monitoring: Principal
Assistant Principal

Title I: 2.4, 2.6

Formative Reviews



Strategy 6

Teachers at Ball ECC will support kindergarten readiness through resources that support the continued implementation of developmentally appropriate learning centers, phonemic awareness resources and include social and emotional development, as outlined in the State of Texas, Prekindergarten Guidelines.

Strategy's Expected Result/Impact: Resources purchased will help support student learning and increase the overall phonemic awareness score from 88% to 90%

Staff Responsible for Monitoring: Principal
Assistant principal
ILT team

Title I: 2.4, 2.6

Formative Reviews



Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<p>1 7% of English speaking students and 6% of EB students are not on track in Phonemic Awareness skills.</p>	<p>Students expressive and receptive language is not on level. Vocabulary is very limited.</p>
<p>2 11% of English speaking students and 3% of EB students not on track in the area of Math.</p>	<p>Lack of consistent math program.</p>
<p>3 18% of English speakers and 12% of EB students need support in social and emotional learning.</p>	<p>Students did not attend PK 3. Developmental delays of students that required many interventions. There is a lack of structured social learning and expectations.</p>

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
<p>4 There is a need for ongoing teacher collaboration for problem solving behaviors in the classroom. Teachers are needing more strategies to support students in tiered behaviors</p>	<p>There is not a set time in PLC or super PLC to discuss behaviors concerns and should be addressed since a main focus in Pre K is the social and emotional learning. Different classroom tolerance levels and a lack of a consistent definition of tiered behaviors. Need a PBIS tiered matrix system.</p>

Performance Objective 2 High Priority HB3 Goal

Ball ECC will show an increase in the percentage of students who achieve "on track" for kinder readiness in overall writing from 87% to 90% by August 2025.

Evaluation Data Source: Ball ECC Formative Assessment, CLI BOY,MOY and EOY, Progress Monitoring, RTI Monthly meetings, PLC Weekly Meetings, writing rubric

Summative Evaluation: Met Performance Objective

Strategy 1

By focusing on curriculum alignment, instructional practices, common formative assessments and support for special programs and sub-populations, writing scores will increase from BOY to EOY.

Strategy's Expected Result/Impact: Focus on strong tier 1 instruction will increase student performance.

Staff Responsible for Monitoring: Teachers
Administrators

Problem Statements: Student Learning 1, 2, 3

Title I: 2.4

Formative Reviews



Strategy 2

All teachers at Ball ECC will participate in weekly PLC's and grow their understanding of the PLC process through learning walks, PLC training opportunities and coaching.

Strategy's Expected Result/Impact: Ball ECC teachers will gain a better understanding of strong instruction and there will be an increase in student performance.

Staff Responsible for Monitoring: Principal
Assistant Principal
Team Leads

Problem Statements: School Processes & Programs 4

Title I: 2.4, 2.6

Formative Reviews



Strategy 3

Ball ECC teachers will develop and use a writing rubric to align expectations.

Strategy's Expected Result/Impact: The use of writing rubric will align instruction, scaffold instruction and provide a unified scoring system to track student progress.

Staff Responsible for Monitoring: Principal, Assistant Principal, ILT Team

Problem Statements: School Processes & Programs 4

Formative Reviews



Strategy 4

All Ball ECC teachers will participate in developmentally appropriate PD to support the various learning needs of our students.

Strategy's Expected Result/Impact: Increase understanding and utilization of Pre k guidelines and social/emotional skills, through targeted professional development. This will then increase students' overall Writing to 90%.

Staff Responsible for Monitoring: Principal
Assistant Principal
Team Leads

Title I: 2.4, 2.6

Formative Reviews



Accomplished

October



Accomplished

January



Accomplished

March



Accomplished

May

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 7% of English speaking students and 6% of EB students are not on track in Phonemic Awareness skills.	Students expressive and receptive language is not on level. Vocabulary is very limited.
2 11% of English speaking students and 3% of EB students not on track in the area of Math.	Lack of consistent math program.
3 18% of English speakers and 12% of EB students need support in social and emotional learning.	Students did not attend PK 3. Developmental delays of students that required many interventions. There is a lack of structured social learning and expectations.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
4 There is a need for ongoing teacher collaboration for problem solving behaviors in the classroom. Teachers are needing more strategies to support students in tiered behaviors	There is not a set time in PLC or super PLC to discuss behaviors concerns and should be addressed since a main focus in Pre K is the social and emotional learning. Different classroom tolerance levels and a lack of a consistent definition of tiered behaviors. Need a PBIS tiered matrix system.

Goal 2

Ball ECC will show an increase in the percentage of students who achieve "on track" for kinder readiness in the area of math to 94% by August 2027.

Performance Objective 1 High Priority

Ball ECC will show an increase in the percentage of students who achieve "on track" for kinder readiness in overall in the area of math from 89% to 90% by August 2025.

Evaluation Data Source: Ball ECC Formative Assessment, CLI BOY,MOY and EOY, Progress Monitoring, RTI Monthly meetings, PLC Weekly Meetings,

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

All teachers at Ball ECC will participate in weekly PLC's and grow their understanding of the PLC process through learning walks, PLC training opportunities and coaching.

Strategy's Expected Result/Impact: Principal
Assitant Principal
PLC Leads

Formative Reviews



Strategy 2

Ball ECC teachers will utilize math supplemental materials (curriculum) to align to the new prek guidelines.

Strategy's Expected Result/Impact: Ball ECC teachers will gain a better understanding of strong instruction and there will be an increase in student performance.

Staff Responsible for Monitoring: Principal
Assistant Principal

Title I: 2.4, 2.6

Formative Reviews



Strategy 3

Teachers at Ball ECC will support kindergarten readiness through resources that support the continued implementation of developmentally appropriate learning centers, including math resources as outlined in the State of Texas, Prekindergarten Guidelines.

Strategy's Expected Result/Impact: Resources purchased will help support student learning and increase the overall math score from 88% to 90%

Staff Responsible for Monitoring: Principal
Assistant Principal
ILT Team

Title I: 2.4, 2.6

Formative Reviews



Strategy 4

By focusing on curriculum alignment, instructional practices, common formative assessments and support for special programs and sub-populations, math scores will increase from BOY to EOY.

Strategy's Expected Result/Impact: Focus on strong tier 1 instruction will increase student performance.

Staff Responsible for Monitoring: Teachers
Administrators

Problem Statements: Student Learning 2

Formative Reviews



Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
2 11% of English speaking students and 3% of EB students not on track in the area of Math.	Lack of consistent math program.

Goal 3 Ball ECC will increase college and career readiness events from 2 to 4 by August 2027.

Performance Objective 1

At the Pre-K level, Ball ECC will increase College and Career Readiness by hosting 2 events by August 2025.

Evaluation Data Source: Events will be placed on Ball calendar. Parents and staff will be notified of such events by Weekly newsletter and Seesaw. A survey will be done at each event.

Summative Evaluation: Exceeded Performance Objective

Strategy 1

Ball ECC will support College and Career Readiness by supporting College T-shirt or career field shirt weekly on Wednesday.

Strategy's Expected Result/Impact: By the end of the 2023-2024 school year Pre-K4 students will be able to recognize that there are College and Career opportunities.

Staff Responsible for Monitoring: Principal
Assistant Principal
Secretary-places on school calendar

Formative Reviews



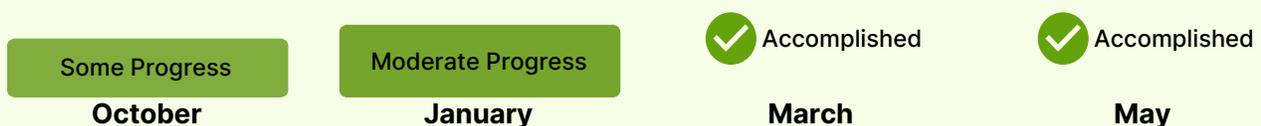
Strategy 2

Ball ECC teachers will display their diploma and college pennant and share with students the meaning to bring awareness to a college degree.

Strategy's Expected Result/Impact: Increase awareness of the different Universities teachers attended.

Staff Responsible for Monitoring: Classroom Teachers

Formative Reviews



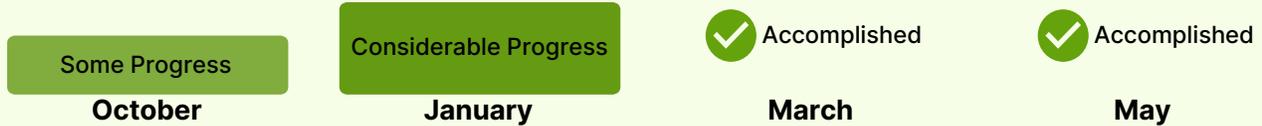
Strategy 3

Ball ECC will promote career readiness by holding a Career Day Parade. Students will dress as what they want to be when they grow up and parade for the Ball Community to see.

Strategy's Expected Result/Impact: By the end of the 2023-2024 school year Pre-K4 students will be able to recognize the many College and Career opportunities.

Staff Responsible for Monitoring: Principal
Assistant principal
Social Worker

Formative Reviews



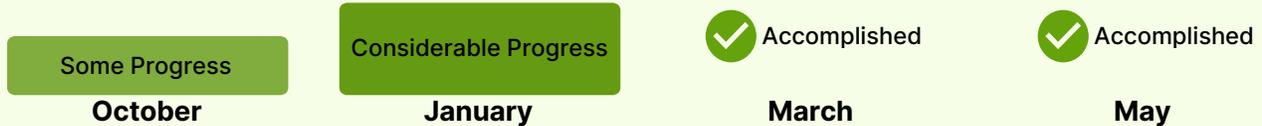
Strategy 4

Ball ECC will promote career readiness by providing learning opportunities and activities in classroom on careers available to them when they grow up.

Strategy's Expected Result/Impact: The Early Childhood Curriculum has a unit on careers and this will introduce the awareness of different jobs and opportunities students can have when they grow up.

Staff Responsible for Monitoring: Principal
Assistant Principal

Formative Reviews



Goal 4

Ball ECC will improve student, parent, community, and staff satisfaction as determined by the Gallup Poll by August of 2027.

Performance Objective 1

Ball ECC will increase student, parent, community, and staff satisfaction determined by the Gallup Poll from the Fall of 2024 score to Spring of 2025 score.

Evaluation Data Source: Gallup Poll results will be used to determine increase in satisfaction.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Ball ECC 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.

Strategy's Expected Result/Impact: Sensory paths and areas provide opportunities for students to self regulate their emotions.

Staff Responsible for Monitoring: Principal
Assitant Principal
ILT Team

Title I: 2.6

Formative Reviews



Strategy 2

Hug A Bear Monthly individual students and Class Recognition will be held in the Classroom Environment Acknowledgment of social and emotional recognition will take place through Seesaw and Facebook platforms.

Strategy's Expected Result/Impact: Students will develop social and emotional skills.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
Classroom Teacher
Family Team

Title I: 2.6

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Accomplished

May

Strategy 3

Ball ECC will continue offering Music/ART, PE, Technology and STEAM to serve the whole child during a specials block of time.

Strategy's Expected Result/Impact: Increase gross motor and fine motor development skills, cognitive development, problem solving and cooperative play.

Staff Responsible for Monitoring: Principal
Specials Team

Funding Sources: Scholastic-Books 211 Title I Parental Involvement, \$200, HEB/Amazon-Materials 211 Title I Parental Involvement, \$200

Title I: 2.4, 2.6

Formative Reviews

Some Progress

October

Moderate Progress

January



Accomplished

March



Accomplished

May

Strategy 4

Ball ECC will hold at least 12 Campus and Family Events during the 24-25 school year.

Strategy's Expected Result/Impact: Increase the number of parents participating in student school events and education.

Staff Responsible for Monitoring: Principal

Funding Sources: Scholastic Books 211 Title I Parental Involvement, \$750

Title I: 2.4

Formative Reviews

Considerable Progress

October

Considerable Progress

January



Accomplished

March



Accomplished

May

Strategy 5

Family Take Home Packs

Strategy's Expected Result/Impact: Family engagement take home packs will be purchased for families to work on skills at home.

Staff Responsible for Monitoring: princiapl/Secretary

Problem Statements: Student Learning 1, 2, 3

Funding Sources: Take Home Packs 211 Title I Parental Involvement, \$1,072

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No Progress October	No Progress January	 Accomplished March	 Accomplished May
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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 7% of English speaking students and 6% of EB students are not on track in Phonemic Awareness skills.	Students expressive and receptive language is not on level. Vocabulary is very limited.
2 11% of English speaking students and 3% of EB students not on track in the area of Math.	Lack of consistent math program.
3 18% of English speakers and 12% of EB students need support in social and emotional learning.	Students did not attend PK 3. Developmental delays of students that required many interventions. There is a lack of structured social learning and expectations.

Goal 5

Based on the school performance framework (QSA) campus tiering, Ball ECC will be a Tier 1 Campus by August of 2027.

Performance Objective 1

Ball ECC will recruit, retain, and engage at least 85% of staff by August 2025.

Evaluation Data Source: Climate surveys, employee attendance, participation in school-wide family engagement event.

Summative Evaluation: Met Performance Objective

Strategy 1

Ball ECC will achieve a turnover rate of less than 5%

Staff Responsible for Monitoring: Principal
Assitant Principal

Formative Reviews



Performance Objective 2 High Priority

Ball ECC will increase student attendance from 91% to 93%.

Evaluation Data Source: Student attendance records, truancy letters and daily phone calls.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Ball ECC will monitor chronic absenteeism by implementing interventions: truancy letters, home visits, phone calls, attendance clerk call home

Strategy's Expected Result/Impact: Student attendance increase will result in better academic performance for students.

Staff Responsible for Monitoring: Assistant Principal
Attendance Clerk
Social worker and Family Specialist.

Problem Statements: Student Learning 5 - Perceptions 1

Formative Reviews

Some Progress

October

January

Some Progress

March



Continue/Modify

May

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

5

Attendance still a concern at Pre K level.

Pk is students first experience with school and naturally have weaker immune systems for lack of exposure to others.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Attendance needs to increase.

Parents lack knowledge of how to develop home routines, and the importance of school attendance. PreK is not a compulsory attendance grade, so parents do not understand the importance of daily attendance.. Transportation is also a factor in that parents do not access school transportation.

Seguin Independent School District



DAEP at Saegert

2024-2025 Formative Reviews

Board Approval Date:
October 29, 2024

Public Presentation Date:
October 29, 2024

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Goal 1 (HB3): Upon exiting DAEP 90% of students will be passing Reading/ELAR by August 2027.

Performance Objective 1 High Priority HB3 Goal

Upon exiting DAEP 70% of students will be passing Reading/ELAR by August 2025.

Evaluation Data Source: Eduphoria

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: 92.04 students passes ELAR in 2024-2025.

Strategy 1 Targeted Support Strategy

100% of teachers will follow the district pacing calendar. Teachers will use Edgenuity or district materials. 100% of teachers will turn in lesson plans weekly to verify this congruency.

Strategy's Expected Result/Impact: Students will not have learning gaps when they transition to or from DAEP.

Staff Responsible for Monitoring: Aaron Hannah

TEA Priorities: Build a foundation of reading and math

Formative Reviews

 Accomplished

October

 Accomplished

January

 Accomplished

March

 Accomplished

May

Strategy 2

100% of staff will attend professional development through PLC specifically supporting instructional practices, data and curriculum: Eduphoria training, data talks, district PLC curriculum training, and resource training.

Strategy's Expected Result/Impact: DAEP Teachers will be able to interpret student data and use district aligned resources to design lessons.

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

 Accomplished

October

 Accomplished

January

 Accomplished

March

 Accomplished

May

Strategy 3

80% of walkthroughs will align with planning of District and weekly-Weekly teachers will receive walkthrough; quarterly teachers will complete focused learning walks

Strategy's Expected Result/Impact: Fidelity checks for planning, approved resources and instructional strategies

Staff Responsible for Monitoring: Principal

Formative Reviews

 Accomplished

October

 Accomplished

January

 Accomplished

March

 Accomplished

May

Strategy 4

DAEP teachers will align through fidelity walks at a rate of 80%: learning targets with clear objectives, multiple paths of instruction geared toward a clearly defined goal, and formative assessments aligned with the campus Instructional Playbook.

Strategy's Expected Result/Impact: 80% Weekly walkthroughs will show at least 1 playbook strategy per class period.

Staff Responsible for Monitoring: Aaron Hannah

Formative Reviews

No Progress

October

Some Progress

January

Moderate Progress

March

 Discontinue

May

Strategy 5

Professional Development: 100% of DAEP teachers will participate in PLC (academic, and behavior). Teachers need to align campus teaching and learning strategies.

Strategy's Expected Result/Impact: DAEP/JDC teachers sharing ideas and plans to provide success for the student population.

Staff Responsible for Monitoring: Aaron Hannah

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

 Accomplished

October

 Accomplished

January

 Accomplished

March

 Accomplished

May

Goal 2 (HB3): Upon exiting DAEP 90% of students will be passing Math by August 2027.

Performance Objective 1 High Priority HB3 Goal

Upon exiting DAEP 70% of students will be passing Math by August 2025.

Evaluation Data Source: Eduphoria

Summative Evaluation: Exceeded Performance Objective

Next Year's Recommendation: 90.54 Students were passing math 2024-2025.

Goal 3

(HB3): Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 50.9% to 80% by August 2027.

Performance Objective 1 High Priority HB3 Goal

100% of students attending DAEP will have a transition plan that addresses their career aspirations in CCMR by August 2025.

Evaluation Data Source: Transition meetings

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Repeat this goal for next year.

Performance Objective 2

The total credits earned collectively by all students at the JDC will be a minimum of 25 by August 2025.

Next Year's Recommendation: In 4/28/2025 the JDC had 39 credits earned.

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, parent, community and staff satisfaction from the fall of 2024 to the spring of 2025 as determined by the Gallup Poll.

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Most survey result were positive. Next year the survey questions need to be made more clear. Poor questions caused confusion and poor data.

Goal 5

(SGS Goal): 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

Seguin Alternative will maintain quality staff by achieving a teacher turnover rate of less than 15% of quality staff other than advancement by 2025.

Evaluation Data Source: Weekly Faculty/Staff Recognition in weekly newsletter, Professional Development, PLC agendas, Staff wellness opportunities. Rounding techniques

Summative Evaluation: Exceeded Performance Objective

Performance Objective 2 High Priority

Seguin Alternative School will increase attendance from 86.94% to 89% by August 2025. (Strategic Priority 4)

Evaluation Data Source: Attendance records

Next Year's Recommendation: Attendance as of 04/25 is 85.64%

Strategy 1

100% of students will participate in social skills lessons on a daily basis with learning objectives and clearly defined mastery path developed in SST meetings.

Strategy's Expected Result/Impact: Students will participate in social skills classes with objectives and fidelity checks. for

Staff Responsible for Monitoring: D Johnson and Aaron Hannah

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

October

Considerable Progress

January

Considerable Progress

March



Accomplished

May

Strategy 2

100% of students and parent/guardian will attend a Restorative-based transition meeting that will be held prior to students returning to their home campus.

Strategy's Expected Result/Impact: Reduced behaviors upon students return to home campus; reduced recidivism rate; communicate successful strategies and interventions both behaviorally and academically from the DAEP.

Staff Responsible for Monitoring: D. Johnson and Aaron Hannah

Formative Reviews

 Accomplished

October

 Accomplished

January

 Accomplished

March

 Accomplished

May

Strategy 3

100% of teachers will attend /lead professional development for growth in: Trauma Informed Care, PBIS, Social Awareness, De-escalation techniques, and restorative practices.

Strategy's Expected Result/Impact: Staff will become more socially aware of their needs as it relates to student needs.

Staff Responsible for Monitoring: Counselor and Principal

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

 Accomplished

October

 Accomplished

January

 Accomplished

March

 Accomplished

May

Strategy 4

85% of students will leave DAEP on 'early release' for meeting campus expectations and participating in point system, social skills lessons, and PBIS system.

Strategy's Expected Result/Impact: Students will participate in a structured system for an incentive combination of attendance, academic performance, and behavior demonstrated in each class period; for weekly rewards as well as placement early release.

Staff Responsible for Monitoring: Counselor and Principal

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

 Accomplished

October

 Accomplished

January

 Accomplished

March

 Accomplished

May

Performance Objective 3

70 percent of students will have average behavioral points of 80 points or above by August 2025.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Students at the DAEP earned an average or 69.67%. Next determine another way measure students the refuse to follow the dress code. This dropped our scores significantly. The behaviors were not disruptive and yet lowered the overall behavior point average.

Seguin Independent School District



Jefferson Avenue Elementary

2024-2025 Formative Reviews

Board Approval Date:
October 29, 2024

Public Presentation Date:
October 29, 2024

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Goal 1

Increase the percentage of 3rd-5th grade students who score meets grade level or above on STAAR Reading from 14% to 25% by August 2027.

Performance Objective 1 High Priority HB3 Goal

Increase the percentage of third grade students who score meets grade level or above on STAAR Reading from 15% to 25% by August 2025.

Strategy 1

Professional Learning Communities (PLCs) Continue weekly K-5 Professional Learning Communities (once a week) to support the assessment cycle, data driven instruction and guide purposeful planning. All teachers and instructional admin team will attend Math, Reading and Science focused PLCs throughout the entirety of the school year.

Strategy's Expected Result/Impact: A professional learning community, or PLC, will allow grade level teachers to meet weekly, share expertise, and work collaboratively to improve teaching practices and the academic performance of students through the assessment cycle and the four essential PLC questions.

Title I: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

No Progress
October

January

March

May

Performance Objective 2 High Priority HB3 Goal

Increase the percentage of fourth grade students who score meets grade level or above on STAAR Reading from 12% to 25% by August 2025.

Strategy 1

Guided Reading for all grade levels will include enrichment lessons when appropriate to strengthen advances academic skills. The goal will be for 85% of students to leave each grade level reading on level. This will lead to increased number of Meets or Above on state assessments.

Strategy's Expected Result/Impact: Through Guided Reading, students will be able to establish fundamental skills necessary for proficient reading, identify weaknesses and strengthen specific skills, improve attention to detail, build fluency, expand vocabulary knowledge, and develop reading comprehension skills.

Title I: 2.4, 2.5, 2.6

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

Performance Objective 3 High Priority HB3 Goal

Increase the percentage of fifth grade students who score meets grade level or above on STAAR Reading from 19% to 25% by August 2025.

Strategy 1

Begin collecting writing samples for all students in December. All students in K-5th will have a Writing folder with common prompts for monthly writing sample collection campus wide. The writing folder will travel with students from grade level to grade level. Common writing expectations for all students within the same grade level will be expected.

Strategy's Expected Result/Impact: The writing collections of students provide tangible evidence to show their academic achievements and progress over time. The writing collections will also help teachers identify areas of concern that will allow teachers to develop students as writers.

Title I: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress
October

January

March

May

Performance Objective 4

Strengthen our Special Education programming by increasing the number of students meeting grade level expectations on STAAR Reading from 5% to 15% by August 2025.

Strategy 1 Targeted Support Strategy

Implement MTSS / RTI District Guidelines

Strategy's Expected Result/Impact: By following the district MTSS / RTI guidelines and protocols, Jefferson Elementary will be able to track and document student progress. Using this process, teachers will be able to identify areas of growth and develop plans for intervention and regular progress monitoring.

Title I: 2.4, 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

October

January

March

May

Performance Objective 5

Strengthen the academic performance of low socioeconomic status (SES) students and increase the percentage of students meeting grade-level expectations on the STAAR Reading assessment from 14% to 30% by August 2025.

Strategy 1

Data Analysis and intervention support. Utilize title 1 aide to support interventions and enrichment lessons during the scheduled daily intervention blocks.

Strategy's Expected Result/Impact: Student data will be evaluated and utilized to guide intervention instruction assignments and assigned personnel will focus on growth for all students.

Title I: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

October

January

March

May

Goal 2

Increase the percentage of 3rd-5th grade students who score meets grade level or above on STAAR Math from 6% to 20% by August 2027.

Performance Objective 1 High Priority HB3 Goal

Increase the percentage of third grade students who score meets grade level or above on STAAR Mathematics from 11% to 20% by August 2025.

Strategy 1

Professional Learning Communities (PLCs) Continue weekly K-5 Professional Learning Communities (once a week) to support the assessment cycle, data driven instruction and guide purposeful planning. All teachers and instructional admin team will attend Math, Reading and Science focused PLCs throughout the entirety of the school year.

Strategy's Expected Result/Impact: A professional learning community, or PLC, will allow grade level teachers to meet weekly, share expertise, and work collaboratively to improve teaching practices and the academic performance of students through the assessment cycle and the four essential PLC questions.

Title I: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

October

January

March

May

Strategy 2

Teachers will continuously monitor and track student exit ticket data to ensure mastery of skills.

Title I: 2.4, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

October

January

March

May

Performance Objective 2 High Priority HB3 Goal

Increase the percentage of fourth grade students who score meets grade level or above on STAAR Mathematics from 6% to 20% by August 2025.

Strategy 1

Teachers will continuously monitor and track student exit ticket data to ensure mastery of skills.

Strategy's Expected Result/Impact: By tracking student exit tickets, Jefferson Elementary teachers will be able to identify areas of growth and develop plans for intervention and regular progress monitoring.

Title I: 2.4, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

October

January

March

May

Performance Objective 3 High Priority HB3 Goal

Increase the percentage of fifth grade students who score meets grade level or above on STAAR Mathematics from 3% to 20% by August 2025.

Strategy 1

Saturday School - STAAR Review Offer Saturday school to Grades 3-5 to help students make progress in mastering grade level content.

Strategy's Expected Result/Impact: Saturday School offers a unique and individualized learning experience.

Increases good study habits.

Improves academic performance, retention, and personal growth.

Title I: 2.4, 2.6

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

Performance Objective 4

Strengthen our Special Education programming by increasing the number of students meeting grade level expectations on STAAR Math from 2% to 15% by August 2025.

Strategy 1

Implement MTSS / RTI District Guidelines

Strategy's Expected Result/Impact: By following the district MTSS / RTI guidelines and protocols, Jefferson Elementary will be able to track and document student progress. Using this process, teachers will be able to identify areas of growth and develop plans for intervention and regular progress monitoring.

Title I: 2.5, 2.6

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

Performance Objective 5

Strengthen the academic performance of low socioeconomic status (SES) students and increase the percentage of students meeting grade-level expectations on the STAAR Math assessment from 6% to 25% by August 2025.

Strategy 1

Implement MTSS / RTI District Guidelines

Strategy's Expected Result/Impact: By following the district MTSS / RTI guidelines and protocols, Jefferson Elementary will be able to track and document student progress. Using this process, teachers will be able to identify areas of growth and develop plans for intervention and regular progress monitoring.

Title I: 2.4, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

October

January

March

May

Goal 3

Seguin ISD Goal #3 (HB3): Increase the percentage of students who achieve meets grade level or higher for the College, Career, and Military Readiness (CCMR) requirements from 14% to 25% by August 2027.

Performance Objective 1

By the end of the 2024-2025 school year, overall STAAR scores for Jefferson Elementary's 3rd-5th grade students will increase for students in all subjects from 40%/14%/2% to 60%/25%/10% in the areas of approaches, meets, and masters.

Strategy 1

Increase the rigor of instruction by utilizing high quality instructional materials. The administrators and Instructional Coach will conduct weekly walkthroughs and provide individualized feedback to all classroom teachers.

Strategy's Expected Result/Impact: Differentiated instruction to ensure all students make academic progress and meet grade level mastery requirements of each standard.

Title I: 2.4, 2.5, 2.6

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

No Progress

October

January

March

May

Performance Objective 2

Increase students' awareness of college, career, and military readiness by hosting 3 CCMR activities / events during the school year.

Strategy 1

Incorporate college, military and trades into weekly instruction, presentations and events such as Fire Prevention and Career Day, and visuals around the campus. Promote college pathways by implementing college days on Wednesdays.

Strategy's Expected Result/Impact: Students will be exposed to a variety of options available to them after high school via conversations, visuals and participation in college day activities.

Title I: 2.5

TEA Priorities: Connect high school to career and college

Formative Reviews

No Progress
October

January

March

May

Goal 4

Campus Goal #4: Campus will improve student, parent, community, and staff satisfaction from Fall 2024 to Spring 2025 as measured by the Gallup Poll.

Performance Objective 1

Increase involvement opportunities on campus for parents and community members.

Strategy 1

Utilize various methods of communication such as Phone/Email Messenger, flyers, marquee, weekly/monthly newsletters, etc. to improve the home and school connection.

Strategy's Expected Result/Impact: School personnel will utilize various means of communication as they make every effort to communicate with parents and improve the home and school connection. The intended result is to improve parent and family engagement in school events, functions, celebrations, events, and activities.

Title I: 4.1, 4.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress
October

January

March

May

Strategy 2

Monitor parent engagement through sign-in sheets of events across the school year such as Meet the Teacher, Title 1 meeting, parent teacher conferences etc.

Strategy's Expected Result/Impact: By tracking parent engagement, the leadership team can monitor the increase or decrease of parent participation and the success of school events. The leadership team can then find ways to increase parent participation.

Title I: 4.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress
October

January

March

May

Strategy 3

Increase communication between parents, teachers, and administrators through meaningful conversations during "coffee and conversation with the principal" events during the school year.

Strategy's Expected Result/Impact: Parents will be provided the opportunity to share ideas, questions, or concerns directly with administrators twice a year during "coffee and conversation with the principal." The intent is to provide a comfortable and safe space that will allow meaningful, two-way communication to take place

Title I: 4.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress
October

January

March

May

Strategy 4

Increase parent participation of their students academic achievement by providing technology, math, and literacy resources they can utilize at home to increase student achievement. In addition, teachers and administration will host a literacy/math/ science night.

Strategy's Expected Result/Impact: Plan and carry out at least one literacy/math/science night in the Fall and one in Spring.

Title I: 2.5, 2.6, 4.1

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

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress
October

January

March

May

Strategy 5

Parents will be recruited to participate in the Parenting Partners cohorts in the Fall. Classes will be provided to encourage additional participation. Light snacks will be provided.

Strategy's Expected Result/Impact: Parents will have access to the phenomenal Parenting Partners curriculum as they work to foster a stronger parent/school connection, which will lead to improved student achievement.

Title I: 4.1, 4.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress			
October	January	March	May

Goal 5

Campus Goal #5: Jefferson will be a Tier 2 school based on the school performance framework (QSA) by August 2025.

Performance Objective 1

By the end of the 2024-2025 school year, Jefferson will increase attendance from 90.39% to 93%.

Strategy 1

Implement weekly attendance incentives.

Strategy's Expected Result/Impact: Increase student attendance.

Title I: 2.4, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

October

January

March

May

Strategy 2

Utilize Communities in Schools and Student Services to increase student attendance.

Strategy's Expected Result/Impact: Increase student attendance.

Title I: 2.4

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

October

January

March

May

Performance Objective 2

Decrease ISS / OSS incidents by 10%.

Strategy 1

Provide behavior support for students through the use of the Behavior Reset room.

Strategy's Expected Result/Impact: Teach students ways to de-escalate and regulate their behavior when they are upset. The goal is to prevent serious behavior incidents and ensure students may return to class when they de-escalate.

Title I: 2.4

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress				
October	January	March	May	

Strategy 2

Utilize a school-wide PBIS behavior system to set behavior expectations for all students.

Strategy's Expected Result/Impact: Set clear, school-wide behavior expectations for all students.

Title I: 2.4

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress				
October	January	March	May	

Performance Objective 3

Increase teacher retention rate from 64% to 85%.

Strategy 1

Recognize a weekly teacher of the week on the campus newsletter.

Strategy's Expected Result/Impact: Teachers will be individually recongnized for their many accomplishments.

Title I: 2.4

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress
October

January

March

May

Strategy 2

Provide support for all teachers, particularly new teachers, during weekly PLCs.

Strategy's Expected Result/Impact: Teachers will feel supported on all levels with instruction.

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress
October

January

March

May

**Seguin Independent School
District**

**Jim Barnes Middle
School**

**2024-2025
Formative
Reviews**

Board Approval Date:
October 29, 2024

Public Presentation Date:
October 29, 2024

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Goal 1

Increase the percentage of 6-8 grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 39% to 55% by August 2027.

Performance Objective 1 High Priority HB3 Goal

Increase the percentage of 6 grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 39% to 45% by August 2025.

Evaluation Data Source: STAAR Data

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1 Targeted Support Strategy

Jim Barnes Middle School will increase student engagement & ownership of learning through targeted use of the academic habits and blended learning strategies in RLA.

Strategy's Expected Result/Impact: By utilizing the academic habits and blend learning strategies, teachers will increase engagement resulting in higher STAAR scores.

Staff Responsible for Monitoring: Principal, Academic Dean, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1, 2

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

May

Strategy 2

Jim Barnes will deepen implementation of high quality instructional materials in all ELAR classrooms by implementing high quality PLCs

Strategy's Expected Result/Impact: Increase in student outcomes on multiple data sources

Staff Responsible for Monitoring: Principal, Academic Dean, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



Strategy 3

Jim Barnes will implement an innovative school model to increase relevance and student ownership through project-based learning integrated with core content areas (RLA, Math, Science & Social Studies)

Strategy's Expected Result/Impact: Increase in student outcomes on multiple data sources

Staff Responsible for Monitoring: Principal, Academic Dean, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 4

Jim Barnes will provide high-dosage tutoring to identified students during regular RLA core content pacing, and on Mon Through Thursday, through targeted small group learning and adaptive blended learning while in Toredor Time.

Strategy's Expected Result/Impact: Increase in student outcomes on multiple data sources

Staff Responsible for Monitoring: Principal, Academic Dean, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Moderate Progress

March

 Continue/Modify

May

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

The student attendance rate at JBMS remains below 93%.

Student and parent engagement must become a priority at Jim Barnes Middle School.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Student achievement in Math and Reading/Language Arts (RLA) is low across all grade levels.

Students lack the basic foundational and problem solving skills to be successful with middle school level math and reading/literacy.

2

Student performance at the Meets and Masters Levels is below the state average.

Differentiated Instruction has not been a campus focal point in the past.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Discipline referrals continue to be high at JBMS.

PBIS has not been implemented with fidelity at JBMS.

2

Sixth grade students struggle with the transition to middle school.

Transition programs do not fully address the needs of incoming sixth grade students.

Performance Objective 2 High Priority HB3 Goal

Increase the percentage of 7 grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 32% to 42% by August 2025.

Evaluation Data Source: STAAR Data

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1 Targeted Support Strategy

Jim Barnes Middle School will increase student engagement & ownership of learning through targeted use of the academic habits and blended learning strategies in RLA.

Strategy's Expected Result/Impact: By utilizing the academic habits and blend learning strategies, teachers will increase engagement resulting in higher STAAR scores.

Staff Responsible for Monitoring: Principal, Academic Dean, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 2

Jim Barnes will deepen implementation of high quality instructional materials in all ELAR classrooms by implementing high quality PLCs

Strategy's Expected Result/Impact: Increase in student outcomes on multiple data sources

Staff Responsible for Monitoring: Principal, Academic Dean, Associate Principal, Assistant Principals, Instructional Coaches

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



Strategy 3

Jim Barnes will implement an innovative school model to increase relevance and student ownership through project-based learning integrated with core content areas (RLA, Math, Science & Social Studies)

Strategy's Expected Result/Impact: Increase in student outcomes on multiple data sources

Staff Responsible for Monitoring: Principal, Academic Dean, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress	Moderate Progress	Moderate Progress	 Continue/Modify
October	January	March	May

Strategy 4

Jim Barnes will provide high-dosage tutoring to identified students during regular RLA core content pacing, and on Mon Through Thursday, through targeted small group learning and adaptive blended learning while in Toredor Time.

Strategy's Expected Result/Impact: Increase in student outcomes on multiple data sources

Staff Responsible for Monitoring: Principal, Academic Dean, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress	Moderate Progress	Moderate Progress	 Continue/Modify
October	January	March	May

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 The student attendance rate at JBMS remains below 93%.	Student and parent engagement must become a priority at Jim Barnes Middle School.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Student achievement in Math and Reading/Language Arts (RLA) is low across all grade levels.	Students lack the basic foundational and problem solving skills to be successful with middle school level math and reading/literacy.
2 Student performance at the Meets and Masters Levels is below the state average.	Differentiated Instruction has not been a campus focal point in the past.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Discipline referrals continue to be high at JBMS.	PBIS has not been implemented with fidelity at JBMS.

Performance Objective 3 High Priority HB3 Goal

Increase the percentage of 8 grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 45% to 55% by August 2025.

Evaluation Data Source: STAAR Data

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1 Targeted Support Strategy

Jim Barnes Middle School will increase student engagement & ownership of learning through targeted use of the academic habits and blended learning strategies in RLA.

Strategy's Expected Result/Impact: By utilizing the academic habits and blend learning strategies, teachers will increase engagement resulting in higher STAAR scores.

Staff Responsible for Monitoring: Principal, Academic Dean, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

May

Strategy 2

Jim Barnes will deepen implementation of high quality instructional materials in all ELAR classrooms by implementing high quality PLCs

Strategy's Expected Result/Impact: Increase in student outcomes on multiple data sources

Staff Responsible for Monitoring: Principal, Academic Dean, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

May

Strategy 3

Jim Barnes will implement an innovative school model to increase relevance and student ownership through project-based learning integrated with core content areas (RLA, Math, Science & Social Studies)

Strategy's Expected Result/Impact: Increase in student outcomes on multiple data sources

Staff Responsible for Monitoring: Principal, Academic Dean, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

Moderate Progress

Moderate Progress



Continue/Modify

Strategy 4

Jim Barnes will provide high-dosage tutoring to identified students during regular RLA core content pacing, and on Mon Through Thursday, through targeted small group learning and adaptive blended learning while in Toredor Time.

Strategy's Expected Result/Impact: Increase in student outcomes on multiple data sources

Staff Responsible for Monitoring: Principal, Academic Dean, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

May

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 The student attendance rate at JBMS remains below 93%.	Student and parent engagement must become a priority at Jim Barnes Middle School.

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Student achievement in Math and Reading/Language Arts (RLA) is low across all grade levels.	Students lack the basic foundational and problem solving skills to be successful with middle school level math and reading/literacy.

2 Student performance at the Meets and Masters Levels is below the state average.	Differentiated Instruction has not been a campus focal point in the past.
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Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Discipline referrals continue to be high at JBMS.	PBIS has not been implemented with fidelity at JBMS.

Goal 2

Campus will Increase the percentage of 6-8 grade students who score meets grade level or above on STAAR Mathematics from 25% to 35% by August 2025.

Performance Objective 1 High Priority HB3 Goal

Increase the percentage of 6 grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Math from 13% to 52% by August 2027.

Evaluation Data Source: Math STAAR Data

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1 Targeted Support Strategy

Jim Barnes Middle School will increase student engagement & ownership of learning through targeted use of the academic habits and blended learning strategies in Math.

Strategy's Expected Result/Impact: By academic habits and utilizing blend learning strategies, teachers will increase engagement resulting in higher STAAR scores.

Staff Responsible for Monitoring: Principal, Academic Dean, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1, 2

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 2 Targeted Support Strategy

Jim Barnes will deepen implementation of high quality instructional materials in all MATH classrooms by implementing high quality PLCs.

Strategy's Expected Result/Impact: Higher achievement on STAAR

Staff Responsible for Monitoring: Principal, Academic Dean, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1, 2

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

Formative Reviews

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October	January	March	May

Strategy 3 Targeted Support Strategy

Jim Barnes will implement an innovative school model to increase relevance and student ownership through project-based learning integrated with core content areas (RLA, Math, Science & Social Studies)

Strategy's Expected Result/Impact: Higher achievement on STAAR

Staff Responsible for Monitoring: Principal, Academic Dean, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1, 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

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October	January	March	May

Strategy 4 Targeted Support Strategy

Jim Barnes will provide high-dosage tutoring to identified students during regular MATH core content pacing, and on Mon-Thursdays, through targeted small group learning and adaptive blended learning during Treador Time.

Strategy's Expected Result/Impact: Provide students opportunities to close the gaps.

Staff Responsible for Monitoring: Principal, Academic Dean, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1, 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

Moderate Progress

October

Moderate Progress

January

Moderate Progress

March

 Continue/Modify

May

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

The student attendance rate at JBMS remains below 93%.

Student and parent engagement must become a priority at Jim Barnes Middle School.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Student achievement in Math and Reading/Language Arts (RLA) is low across all grade levels.

Students lack the basic foundational and problem solving skills to be successful with middle school level math and reading/literacy.

2

Student performance at the Meets and Masters Levels is below the state average.

Differentiated Instruction has not been a campus focal point in the past.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Discipline referrals continue to be high at JBMS.

PBIS has not been implemented with fidelity at JBMS.

2

Sixth grade students struggle with the transition to middle school.

Transition programs do not fully address the needs of incoming sixth grade students.

Performance Objective 2

Increase the percentage of 7 grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Math from 5% to 15% by August 2025.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1 Targeted Support Strategy

Jim Barnes Middle School will increase student engagement & ownership of learning through targeted use of the academic habits and blended learning strategies in Math.

Strategy's Expected Result/Impact: By academic habits and utilizing blend learning strategies, teachers will increase engagement resulting in higher STAAR scores.

Staff Responsible for Monitoring: Principal, Academic Dean, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 2 Targeted Support Strategy

Jim Barnes will deepen implementation of high quality instructional materials in all MATH classrooms by implementing high quality PLCs.

Strategy's Expected Result/Impact: Higher achievement on STAAR

Staff Responsible for Monitoring: Principal, Academic Dean, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



Strategy 3 Targeted Support Strategy

Jim Barnes will implement an innovative school model to increase relevance and student ownership through project-based learning integrated with core content areas (RLA, Math, Science & Social Studies)

Strategy's Expected Result/Impact: Higher achievement on STAAR

Staff Responsible for Monitoring: Principal, Academic Dean, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1

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



Strategy 4 Targeted Support Strategy

Jim Barnes will provide high-dosage tutoring to identified students during regular MATH core content pacing, and on Mon-Thursdays, through targeted small group learning and adaptive blended learning during Toreador Time.

Strategy's Expected Result/Impact: Provide students opportunities to close the gaps.

Staff Responsible for Monitoring: Principal, Academic Dean, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1

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



Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 The student attendance rate at JBMS remains below 93%.	Student and parent engagement must become a priority at Jim Barnes Middle School.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Student achievement in Math and Reading/Language Arts (RLA) is low across all grade levels.	Students lack the basic foundational and problem solving skills to be successful with middle school level math and reading/literacy.

2 Student performance at the Meets and Masters Levels is below the state average.	Differentiated Instruction has not been a campus focal point in the past.
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Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Discipline referrals continue to be high at JBMS.	PBIS has not been implemented with fidelity at JBMS.

Performance Objective 3

Increase the percentage of 8 grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Math from 14% to 24% by August 2025.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1 Targeted Support Strategy

Jim Barnes Middle School will increase student engagement & ownership of learning through targeted use of the academic habits and blended learning strategies in RLA.

Strategy's Expected Result/Impact: By utilizing the academic habits and blend learning strategies, teachers will increase engagement resulting in higher STAAR scores.

Staff Responsible for Monitoring: Principal, Academic Dean, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Moderate Progress

March

 Continue/Modify

May

Strategy 2

Jim Barnes will deepen implementation of high quality instructional materials in all ELAR classrooms by implementing high quality PLCs

Strategy's Expected Result/Impact: Increase in student outcomes on multiple data sources

Staff Responsible for Monitoring: Principal, Academic Dean, Associate Principal, Assistant Principals, Instructional Coaches

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Moderate Progress

March

 Continue/Modify

May

Strategy 3

Jim Barnes will implement an innovative school model to increase relevance and student ownership through project-based learning integrated with core content areas (RLA, Math, Science & Social Studies)

Strategy's Expected Result/Impact: Increase in student outcomes on multiple data sources

Staff Responsible for Monitoring: Principal, Academic Dean, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Moderate Progress

March

 Continue/Modify

May

Strategy 4

Jim Barnes will provide high-dosage tutoring to identified students during regular RLA core content pacing, and on Mon Through Thursday, through targeted small group learning and adaptive blended learning while in Toreador Time.

Strategy's Expected Result/Impact: Increase in student outcomes on multiple data sources

Staff Responsible for Monitoring: Principal, Academic Dean, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement	Root Cause
<p>1 The student attendance rate at JBMS remains below 93%.</p>	<p>Student and parent engagement must become a priority at Jim Barnes Middle School.</p>

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<p>1 Student achievement in Math and Reading/Language Arts (RLA) is low across all grade levels.</p>	<p>Students lack the basic foundational and problem solving skills to be successful with middle school level math and reading/literacy.</p>
<p>2 Student performance at the Meets and Masters Levels is below the state average.</p>	<p>Differentiated Instruction has not been a campus focal point in the past.</p>

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
<p>1 Discipline referrals continue to be high at JBMS.</p>	<p>PBIS has not been implemented with fidelity at JBMS.</p>

Performance Objective 4

Increase the percentage of Algebra students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Math from 57% to 67% by August 2025.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1 Targeted Support Strategy

Jim Barnes Middle School will increase student engagement & ownership of learning through targeted use of the academic habits and blended learning strategies in Math.

Strategy's Expected Result/Impact: By academic habits and utilizing blend learning strategies, teachers will increase engagement resulting in higher STAAR scores.

Staff Responsible for Monitoring: Principal, Academic Dean, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 2 Targeted Support Strategy

Jim Barnes will deepen implementation of high quality instructional materials in all MATH classrooms by implementing high quality PLCs.

Strategy's Expected Result/Impact: Higher achievement on STAAR

Staff Responsible for Monitoring: Principal, Academic Dean, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



Strategy 3 Targeted Support Strategy

Jim Barnes will implement an innovative school model to increase relevance and student ownership through project-based learning integrated with core content areas (RLA, Math, Science & Social Studies)

Strategy's Expected Result/Impact: Higher achievement on STAAR

Staff Responsible for Monitoring: Principal, Academic Dean, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1

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



Strategy 4 Targeted Support Strategy

Jim Barnes will provide high-dosage tutoring to identified students during regular MATH core content pacing, and on Mon-Thursdays, through targeted small group learning and adaptive blended learning during Toreador Time.

Strategy's Expected Result/Impact: Provide students opportunities to close the gaps.

Staff Responsible for Monitoring: Principal, Academic Dean, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1

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



Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 The student attendance rate at JBMS remains below 93%.	Student and parent engagement must become a priority at Jim Barnes Middle School.

Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Student achievement in Math and Reading/Language Arts (RLA) is low across all grade levels.	Students lack the basic foundational and problem solving skills to be successful with middle school level math and reading/literacy.

2 Student performance at the Meets and Masters Levels is below the state average.	Differentiated Instruction has not been a campus focal point in the past.
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Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Discipline referrals continue to be high at JBMS.	PBIS has not been implemented with fidelity at JBMS.

Goal 3

Barnes MS will increase the number of activities that introduce and prepare students to meet College, Career, and Military Readiness (CCMR) requirements in high school from 25% to 75% by 2027.

Performance Objective 1

Campus will follow the district's CCMR expectations for all seventh and eighth grade students in preparation for high school.

Evaluation Data Source: Attendance various events
Lesson Plans stating CCMR Strategies
Walk-Throughs
Parent Attendance at Events
Xello Reports

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Seventh Grade students will integrate a CCMR Unit during the last six weeks of school in their RLA classes.

Strategy's Expected Result/Impact: Increase exposure to CCMR activities.

Staff Responsible for Monitoring: Academic Dean, RLA Coordinator, Director of CCMR

TEA Priorities: Connect high school to career and college

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

May

Strategy 2

Students in eighth grade will have integrated CCMR Units during selected PBL blocks throughout the year and attend various CCMR events (Youth Expo, Chart Your Course, PGP, TSIA Test/Prep) as well as explore career pathways and interest inventories.

Strategy's Expected Result/Impact: Increase exposure to CCMR activities to prepare for high school.

Staff Responsible for Monitoring: Principal, Associate Principal, Counselors, Director of CCMR

TEA Priorities: Connect high school to career and college

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

May

Goal 4

Campus will improve student, parent, community and staff satisfaction as determined by the Gallup Poll.

Performance Objective 1 High Priority

Increase Satisfaction on the Gallup Poll for all stake holders to include Students, Parents and Staff.

Evaluation Data Source: Gallup Poll

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

JBMS will host six community engagement 3 opportunities in the fall and 3 in the spring.

Strategy's Expected Result/Impact: Increase community perception

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

May

Strategy 2

Students will engage weekly in character counts education, encouraged to set goals, and given the opportunity to request counselor support through either school counseling, CIS, or grant counselor.

Strategy's Expected Result/Impact: Improve student mental health and reduce discipline

Staff Responsible for Monitoring: Admin and Counseling Staff

Problem Statements: Demographics 1 - School Processes & Programs 1, 2 - Perceptions 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

Moderate Progress

Moderate Progress



Continue/Modify

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

The student attendance rate at JBMS remains below 93%.

Student and parent engagement must become a priority at Jim Barnes Middle School.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Discipline referrals continue to be high at JBMS.

PBIS has not been implemented with fidelity at JBMS.

2

Sixth grade students struggle with the transition to middle school.

Transition programs do not fully address the needs of incoming sixth grade students.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Negative behavior and bullying incidents have occurred at JBMS.

Systems related to campus culture must be communicated and monitored.

Performance Objective 2 High Priority

JBMS will conduct targeted culture events and initiatives to improve staff moral and help build campus culture.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Teachers will be divided into houses for data and cultural awareness,

Strategy's Expected Result/Impact: Improved teacher culture

Staff Responsible for Monitoring: All Admin

Problem Statements: Perceptions 2

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

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

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Considerable Progress

March

 Continue/Modify

May

Strategy 2

JBMS will conduct numerous activities throughout the year to support teachers and grow culture

Strategy's Expected Result/Impact: Improve Staff culture

Staff Responsible for Monitoring: All Admin

Problem Statements: Perceptions 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Moderate Progress

March

 Continue/Modify

May

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

Teacher turnover continues to be higher than 10%.

Teacher turnover results from a variety of factors including lack of housing, competition from neighboring districts, and campus culture.

Goal 5

Campus will work to improve school performance so that our (QSA) tier improves from a Tier 3 campus to a tier 2 or better by August 2026.

Performance Objective 1 High Priority

Jim Barnes Middle School will move from an overall accountability rating of D to B achieving a minimum of a B rating by August 2027.

Evaluation Data Source: STAAR

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Creation of weekly CIP monitoring systems and structures to support implementation of the CIP with fidelity.

Strategy's Expected Result/Impact: Implement the Campus Improvement Plan as described with fidelity.

Participate in scheduled check-in meetings with the Director of School Leadership.

Prepare data and participate in 3-Transcend Step-back meetings & 4- Seguin ISD - DIP (District

Staff Responsible for Monitoring: Principal, Director of Leadership, Administration

Formative Reviews



Strategy 2

Using adaptive software to increase the achievement and growth of Emerging Bilingual Students one or more proficiency levels in reading, writing, speaking and listening.

Strategy's Expected Result/Impact: Increase student growth on TELPAS by one or more proficiency levels.

Staff Responsible for Monitoring: Associate Principal, Principal, EB Teacher

Title I: 2.4

TEA Priorities: Improve low-performing schools

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Moderate Progress

March

 Continue/Modify

May

Performance Objective 2 High Priority

By the end of the 2024-2025 school year, JBMS will increase attendance from 91.06% to 93.0%.

Evaluation Data Source: Attendance reports

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

JBMS Attendance Team will meet weekly to discuss attendance data, trends, students, and will create and implement a plan of action to improve the attendance rate.

Strategy's Expected Result/Impact: Increase attendance

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal

Problem Statements: Demographics 1

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

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Moderate Progress

March

 Continue/Modify

May

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

The student attendance rate at JBMS remains below 93%.

Student and parent engagement must become a priority at Jim Barnes Middle School.

Performance Objective 3 High Priority

Reduce the amount of ISS and OSS discipline referrals by 10%.

Evaluation Data Source: Discipline Referral Reports

Summative Evaluation: Significant progress made toward meeting Performance Objective

Performance Objective 4  **High Priority**

Increase JBMS staff retention to 85%.

Evaluation Data Source: Reduction in the amount of new teachers being hired.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Seguin Independent School District



Koennecke Elementary School

2024-2025 Formative Reviews

Board Approval Date:
October 29, 2024

Public Presentation Date:
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Goal 1

Increase the percentage of 3rd-grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 39% to 55% by August 2027.

Performance Objective 1 High Priority HB3 Goal

By the end of the 2024-2025 school year, the percentage of students identified as SpEd achieving approaches grade level or above on the STAAR reading in grades 3-5 will improve from 25% to 40% by August 2025.

Evaluation Data Source: STAAR

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue this goal with increased human capital on SpEd intervention team

Strategy 1

Increase foundational skills in reading through research based practices and explicit instruction

Strategy's Expected Result/Impact: Increased scores on formative and summative assessments

Staff Responsible for Monitoring: Instructional coach and principal

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews



Performance Objective 2 HB3 Goal

Increase percentage of K-2 students reading in levels 3-5 on the ISIP reading assessment from 47% to 65% by May 2025

Evaluation Data Source: Isip assessments

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue goal

Strategy 1

Implement Istation intervention lessons for students performing below the 40th percentile on

ISIP.

Strategy's Expected Result/Impact: Students receiving instruction with Istation intervention lessons should show moderate to advanced growth in Istation growth reports.

Staff Responsible for Monitoring: Instructional coach

Formative Reviews

Some Progress
October

Some Progress
January

Moderate Progress
March

 Continue/Modify
May

Performance Objective 3

Increase percentage of K-2 students reading in levels 3-5 on the ISIP Espanol reading from 25% to 45% by May 2025.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Implement Istation intervention lessons for students performing below the 40th percentile on ISIP Espanol.

Strategy's Expected Result/Impact: Students receiving instruction with Istation Espanol intervention lessons should show moderate to advanced growth in ISIP Espanol growth reports.

Staff Responsible for Monitoring: Instructional Coach

Formative Reviews

Some Progress
October

Some Progress
January

Moderate Progress
March

 Continue/Modify
May

Performance Objective 4

Increase the percentage of 3-5 students scoring 4 on ECR from 45% to 60% by August 2025.

Evaluation Data Source: STAAR

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue this goal

Strategy 1

Write like a champion

Formative Reviews

Some Progress

October

Some Progress

January

Some Progress

March

May

Goal 2

Campus will increase the percentage of 3rd-grade students who score meets grade level or above on STAAR math from 25% to 40% by August 2025.

Performance Objective 1 High Priority HB3 Goal

By the end of the 2024-2025 school year, the percentage of students achieving meets grade level or above on the STAAR math in grades 4-5 will improve from 34% to 50%.

Evaluation Data Source: STAAR

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: continue

Strategy 1

The campus instructional coach's primary focus will be math planning, PLC, lesson internalization, co-teaching, coaching, and small group internalization.

Strategy's Expected Result/Impact: Student growth as a result of better teacher internalization of lesson plans teachers benefiting from coaching support

Staff Responsible for Monitoring: Instructional Coach

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Strategy 2

The campus will collaborate with thinking partner campus to meet for super PLC to backwards plan each math unit for grades 2-5

Strategy's Expected Result/Impact: Increased teacher capacity in content area and increased scores on summative and formative assessments

Staff Responsible for Monitoring: Instructional coach and principal

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

Some Progress

October

Some Progress

January

Some Progress

March

 Continue/Modify

May

Performance Objective 2

Increase the percentage of 5th-grade students who score meets grade level or above on STAAR Math from 37% to 52% by August 2025.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue and modify to improve

Strategy 1

Implement quarterly super PLCs with partner campus to allow time to dive into TEKS, assess student data (current and historical) and lesson plan.

Strategy's Expected Result/Impact: Evidence of increased student mastery of grade level TEKS on summative and formative assessment data points.

Staff Responsible for Monitoring: principal

Formative Reviews

Some Progress

October

Some Progress

January

Some Progress

March

 Continue/Modify

May

Goal 3

By the end of the 2024-2025 school year, overall STAAR scores for Koennecke 3rd-grade through 5th-grade students will increase in all subjects from 63%/39%/17% to 75%/52%/20% in the areas of approaches, meets, and masters.

Performance Objective 1

By the end of the 2024-2025 school year, 60% of Koennecke students will participate in CCMR activities such as Texas Day, Junior FFA and related extensions in the science classroom.

Evaluation Data Source: attendance records for activities

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue this goal

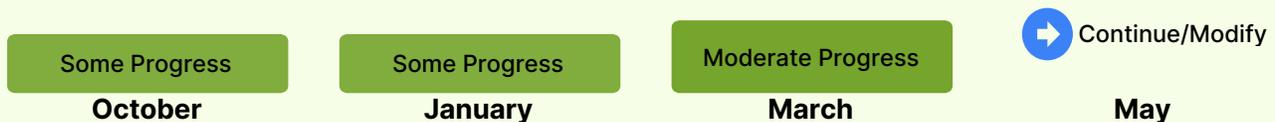
Strategy 1

Implement Junior FFA

Strategy's Expected Result/Impact: Improved community perspective shown in surveys, improved scores in science and writing as students have increased opportunities for cross-curricular, relevant learning experiences.

Staff Responsible for Monitoring: Junior FFA Lead

Formative Reviews



Performance Objective 2

Increase the percentage of 5th grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Science from 28% to 52% by August 2025.

Next Year's Recommendation: Continue and makes PLC adjustments to improve use of new resource

Strategy 1

Implement Learning Outside the Classroom initiative at the Outdoor Learning Center for students in 3-5.

Strategy's Expected Result/Impact: Improved science scores on summative and formative assessments.

Staff Responsible for Monitoring: Principal

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Continue/Modify

May

Goal 4

Campus will improve student, parent, community, and staff perception as determined by the Gallup Poll.

Performance Objective 1

After determining baseline, Koennecke will score above average on components of Gallup Poll.

Evaluation Data Source: Gallup Poll

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue work towards this goal

Strategy 1

Build partnership with TLU athletics to provide peer mentoring during lunch

Strategy's Expected Result/Impact: Increased positive score on Gallup Poll

Staff Responsible for Monitoring: Assistant Principal

TEA Priorities: Connect high school to career and college

Formative Reviews

No Progress
October

Some Progress

January

Some Progress

March

 Continue/Modify

May

Strategy 2

Koennecke will build partnerships with parents through parent/student book club initiative.

Strategy's Expected Result/Impact: Increased positive score on Gallup Poll

Staff Responsible for Monitoring: principal

Formative Reviews

No Progress
October

Some Progress

January

Moderate Progress

March

 Continue/Modify

May

Goal 5

Based on the school performance framework (QSA) campus tiering, Koennecke will be a Tier 1 campus by August 2027.

Performance Objective 1

Improve our attendance rate from 93.8% to 95%.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue work toward goal

Strategy 1

Continue to implement Koennecke Champions behavior and attendance incentives

Strategy's Expected Result/Impact: Decrease in absences

Staff Responsible for Monitoring: assistant principal

Formative Reviews



Performance Objective 2

Decrease ISS/OSS incidents form .36% to .25%.

Summative Evaluation: No progress made toward meeting Performance Objective

Next Year's Recommendation: continue

Strategy 1

Continue to implement Koennecke Champions behavior and attendance incentives, implement Character Strong social skills curriculum

Strategy's Expected Result/Impact: decrease in office visits for discipline issues

Staff Responsible for Monitoring: assistant principal

Formative Reviews

Some Progress

October

Some Progress

January

Moderate Progress

March

 Continue/Modify

May

Performance Objective 3

Improve retention rates from 86% to 90%.

Next Year's Recommendation: continue to focus on retention

Strategy 1

Provide coaching and preparation time for licensing requirements for employees completing certification requirements

Strategy's Expected Result/Impact: District temps will complete certification requirements and be retained as teachers

Staff Responsible for Monitoring: principal

Formative Reviews

Some Progress

October

Some Progress

January

Moderate Progress

March

 Continue/Modify

May

Seguin Independent School District



McQueeney Elementary School

2024-2025 Formative Reviews

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Goal 1

Increase the percentage of third-grade students who score meets grade level or above on STAAR reading from 35% to 55% by August 2027.

Performance Objective 1

Increase the percentage of third through fifth-grade students who score meets grade level or above on STAAR reading from 41% to 50% by August 2025.

Summative Evaluation: Exceeded Performance Objective

Next Year's Recommendation: Focus on ECRs

Strategy 1

Teachers will analyze assessment data during Early Excellence using the Data Analysis Protocol and develop a plan for reteaching and enrichment.

Strategy's Expected Result/Impact: Improve our approaches, meets, and masters percentages .

Staff Responsible for Monitoring: Principal, Assistant Principal

Title I: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 2

Teachers will meet weekly for PLCs to internalize lesson plans and rehearse one high-leverage lesson.

Strategy's Expected Result/Impact: The IC will create systems for supporting teachers through PLCs, modeling, and co-teachers.

Staff Responsible for Monitoring: Principal, Assistant Principal

Title I: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Accomplished

October



Accomplished

January



Accomplished

March



Accomplished

May

Performance Objective 2

Increase the percentage of third through fifth-grade students scoring four or above on STAAR ECR from 31% to 40% by August 2025.

Summative Evaluation: No progress made toward meeting Performance Objective

Next Year's Recommendation: Students speak in complete sentences to answer the question in all subject areas. Students translate speaking into words. Students are not answering the prompt.

Strategy 1

Classes will rotate through the AVID writing lab on Tuesdays and Thursdays.

Strategy's Expected Result/Impact: Improved writing scores

Staff Responsible for Monitoring: Principal, AP, Instructional Coach

Title I: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews



Accomplished

October



Accomplished

January



Accomplished

March



Continue/Modify

May

Performance Objective 3

Increase the percentage of students achieving Level 3 or higher in grade K-2 on the ISIP Reading Assessment from BOY 61% to EOY 70%

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Student data trackers, PL provided to teachers guiding reading vs. intervention

Strategy 1

Teachers will review ISIP data monthly during PLCs, monitor student growth, and work with students to monitor their growth.

Strategy's Expected Result/Impact: Increased student performance in reading.

Staff Responsible for Monitoring: Principal, AP, IC

Title I: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Strategy 2

The class with the highest growth percentage on the monthly ISIP assessment will receive a pizza party.

Strategy's Expected Result/Impact: Increased reading scores.

Staff Responsible for Monitoring: Principal, AP, IC

Title I: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 4

Increase the percentage of Special Education students achieving approaches or higher on the Grade 3-5 Reading STAAR from 30% to 45% by August 2025.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Provide differentiation PL

Strategy 1

Teachers will analyze data monthly to develop a plan to ensure special education students receive student services from the SPED teacher and intervention support from the Gen Ed teacher.

Strategy's Expected Result/Impact: SPED students will have additional time to master grade-level standards.

Staff Responsible for Monitoring: Principal, AP, IC

Title I: 2.4, 2.5, 2.6

Formative Reviews

Some Progress

October

Some Progress

January

Some Progress

March



Continue/Modify

May

Goal 2

Increase the percentage of third-grade students who score meets grade level or above on STAAR Mathematics from 35% to 52% by August 2027.

Performance Objective 1

Increase the percentage of third through fifth-grade students who score meets grade level or above on STAAR Math from 35% to 45% by August 2025.

Summative Evaluation: Exceeded Performance Objective

Next Year's Recommendation: Adjust pacing calendars to include reteach/flex days

Strategy 1

Teachers will analyze assessment data during Early Excellence using the Data Analysis Protocol and develop a plan for reteaching and enrichment.

Strategy's Expected Result/Impact: Increase the percentages for approaches, meets, and masters.

Staff Responsible for Monitoring: Principal, AP, IC

Title I: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 2

Increase the percentage of students achieving level 3 or higher in grades K-2 on Istation Math by 15%.

Summative Evaluation: Exceeded Performance Objective

Next Year's Recommendation: Provide teachers PL for RenStar

Strategy 1

Teachers will review ISIP data monthly during PLCs, monitor student growth, and work with students to monitor their growth.

Strategy's Expected Result/Impact: Increased student achievement

Formative Reviews



Accomplished

October

Moderate Progress

January

Moderate Progress

March



Accomplished

May

Strategy 2

The classroom with the highest percentage of growth on their monthly math ISIP assessment will receive a pizza party.

Strategy's Expected Result/Impact: Improve student performance

Title I: 2.4, 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Accomplished

October



Accomplished

January



Accomplished

March



Accomplished

May

Strategy 3

Strengthen family and school partnerships by providing reading materials that encourage literacy engagement at home and support student achievement.

Title I: 2.4, 4.1, 4.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

October

No Progress

January

No Progress

March



Accomplished

May

Performance Objective 3

Increase the percentage of Special Education students achieving approaches or higher on the third through fifth grade Math STAAR from 35% to 45% by August 2025.

Summative Evaluation: Exceeded Performance Objective

Next Year's Recommendation: Determine what manipulatives and/or supplemental aids are needed per unit of study - ensure accommodations are being used

Strategy 1

During monthly MTSS meetings, teachers will develop a schedule to ensure students are receiving related services from the SPED teacher and Gen Ed teacher.

Strategy's Expected Result/Impact: Provide special education students additional time to master grade level standards.

Staff Responsible for Monitoring: Principal, AP, IC

Title I: 2.4, 2.5, 2.6

Formative Reviews



Goal 3

Increase the percentage of students who meet the College, Career, or Military Readiness (CCMR) requirements by having more students score meets and masters in all subjects from 25% to 35% by August 2027.

Performance Objective 1

By the end of the 2024-2025 school year, overall STAAR scores in all subjects for students in grades 3-5 will increase from 14% to 25% for masters.

Summative Evaluation: No progress made toward meeting Performance Objective

Next Year's Recommendation: Ensure Lead4Ward Performance Indicator Rubrics are being utilized during PLCs/Data Digs

Strategy 1

Teachers will provide students enrichment opportunities during intervention for students already on grade level.

Formative Reviews



Performance Objective 2

Increase students' awareness of College Career and Military Readiness by hosting activities throughout the year.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Create YAG for CCMR events

Strategy 1

The AVID Site Coordinator will host monthly Career Chats during Call to Excellence.

Formative Reviews



October

January

March

May

Strategy 2

The AVID committee will model AVID strategies during monthly faculty meetings.

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

May

Goal 4

McQueeney Elementary School will improve student, parent, community, and staff satisfaction as determined by the Gallup Poll.

Performance Objective 1

Increase parent and community involvement opportunities at the campus from the beginning of the year to the end of the year.

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: PFE include more events and different times

Strategy 1

Fall and Spring Academic Nights will be scheduled to increase parent/family involvement and provide parent/family information on how they can help at home.

Title I: 4.1, 4.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

October

Moderate Progress

January



Accomplished

March



Accomplished

May

Performance Objective 2

Incorporate and embed Great Expectations school-wide instruction and campus events.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Include principles doc while planning

Strategy 1

Homerooms will lead Call to Excellence on a weekly schedule.

Formative Reviews

 Accomplished

October

 Accomplished

January

 Accomplished

March

 Continue/Modify

May

Strategy 2

Great Expectations principles and practices will be embedded in daily instruction.

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March

 Accomplished

May

Goal 5

McQueeney Elementary School will continue to be a Tier 1 school based on the school performance framework (QSA) throughout August 2027.

Performance Objective 1

McQueeney ES will improve the attendance rate from 93.44% to 95% by the end of the 2024-2025 school year.

Summative Evaluation: No progress made toward meeting Performance Objective

Next Year's Recommendation: Enhanced parent/family communication

Strategy 1

The Assistant Principal will provide monthly attendance incentives.

Formative Reviews



Performance Objective 2

McQueeney ES will increase the amount of support provided to all faculty and staff members throughout the 24-25 school year.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: PL YAG to support Tier 1, Tier 2, and Tier 3 faculty members

Strategy 1

The Instructional Coach will support teachers in the overall achievement of students at McQueeney Elementary School.

Strategy's Expected Result/Impact: Teacher success will increase student success

Formative Reviews



Strategy 2

Staff members will participate in a school-wide book study, Teach Like a Champion.

Strategy's Expected Result/Impact: Improve Tier 1 Instruction

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Considerable Progress

March

 Continue/Modify

May

Strategy 3

Teachers will be provided additional time to plan at the beginning of each quarter.

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March

 Accomplished

May

Strategy 4

Teachers will receive personalized support during Early Excellence.

Formative Reviews

No Progress

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Some Progress

January

Moderate Progress

March

 Continue/Modify

May

Seguin Independent School District



Mercer-Blumberg Learning Center

2024-2025 Formative Reviews

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Goal 1

Increase the percentage of 9-12 grade students who score meet grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 38% to 50% by August 2027. (Strategic Priority 1)

Performance Objective 1 High Priority

TEACHING AND LEARNING: :By the end of the 2024-2025 school year we will increase the passing rate of all English I continuously enrolled students from 14% to 18% and Non-continually enrolled from 67% to 71%. And the overall English I Campus percentage from 38% to 42%.

Evaluation Data Source: EOC scores averaged from Fall and spring administrations

Strategy 1 Additional Targeted Support Strategy

MBLC Students who have failed an EOC, or who have not taken an EOC will be enrolled in content level EOC classes for learning and reteaching of each needed EOC Test.

Strategy's Expected Result/Impact: Students will show an increase in their EOC performance in Dec, Apr, and May.

Staff Responsible for Monitoring: Teachers, Counselor, and Principal

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 Additional Targeted Support Strategy

Performance on State EOC assessments as well as performance in school is directly tied to attendance. We will track the success and implementation of daily, weekly, and six weeks attendance initiatives to ensure the effectiveness, or ineffectiveness of each initiative.

Strategy's Expected Result/Impact: Attendance to improve to 87%, students to show an increase in credits earned and improved EOC passage rates.

Staff Responsible for Monitoring: Teachers, truancy intervention aide, secretary, and Principal

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress
October

No Progress
January

No Progress
March

May

Performance Objective 2 High Priority

TEACHING AND LEARNING: :By the end of the 2024-2025 school year we will increase the passing rate of all English II continuously enrolled students from 26% to 30% and Non-continually enrolled from 25% to 29%. And the overall English II Campus percentage from 26% to 30%.

Evaluation Data Source: EOC scores averaged from Fall and spring administrations

Strategy 1 Additional Targeted Support Strategy

MBLC Students who have failed an EOC, or who have not taken an EOC will be enrolled in content level EOC classes for learning and reteaching of each needed EOC Test.

Strategy's Expected Result/Impact: Students will show an increase in their EOC performance in Dec, Apr, and May.

Staff Responsible for Monitoring: Teachers, Counselor, and Principal

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress
October

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May

Strategy 2 Additional Targeted Support Strategy

Performance on State EOC assessments as well as performance in school is directly tied to attendance. We will track the success and implementation of daily, weekly, and six weeks attendance initiatives to ensure the effectiveness, or ineffectiveness of each initiative.

Strategy's Expected Result/Impact: Attendance to improve to 87%, students to show an increase in credits earned and improved EOC passage rates.

Staff Responsible for Monitoring: Teachers, truancy intervention aide, secretary, and Principal

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

October

January

March

May

Goal 2

Campus will Increase the percentage of 9-12 grade students who score meet grade level or above on STAAR Mathematics from 0% to 15% by August 2027. (Strategic Priority 2)

Performance Objective 1 High Priority

TEACHING AND LEARNING: :By the end of the 2024-2025 school year we will increase the passing rate of Algebra I continuously enrolled students from 20% to 25% and Overall pass percentage from 0% to 20%. *(Note: although this number has not reached the threshold to be accountable, it is a needed objective to complete the Goal).

Evaluation Data Source: EOC scores averaged from Fall and spring administrations

Strategy 1

MBLC Students who have failed an EOC, or who have not taken an EOC will be enrolled in content level EOC classes for learning and reteaching of each needed EOC Test.

Strategy's Expected Result/Impact: Increased score on the Algebra EOC

Staff Responsible for Monitoring: Principal and Counselor

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

No Progress
October

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March

May

Strategy 2

Performance on State EOC assessments as well as performance in school is directly tied to attendance. We will track the success and implementation of daily, weekly, and six weeks attendance initiatives to ensure the effectiveness, or ineffectiveness of each initiative.

Strategy's Expected Result/Impact: Increased attendance leads to increased scores and performance

Staff Responsible for Monitoring: Principal, Attendance Clerk, Truancy Specialist

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

No Progress
October

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May

Goal 3

Make all MBLC students future ready by increasing their college, career, and military readiness scores by TSI Reading from 85% to 87% and TSI Math from 67% to 71% to by August 2027. (CCMR) (Strategic Priority 3)

Performance Objective 1 High Priority

POST-SECONDARY READINESS: MBLC will increase our campus CCMR score to improve our TSAI-2 scores in 2024-2025 from 85% to 86% in Reading and 67% to 68% in math.

Evaluation Data Source: TSAI-@ data increases, Higher CCMR rating

Strategy 1 Targeted Support Strategy

MBLC will work with students to ensure that they are meeting the requirements of the CCMR in respects to the area of TSAI-2. Counselor will encourage work and prepare for the TSI tests to all students who have not met the required passing scores. MBLC will have students take the college prep courses in math and ELA to help those who have trouble with the TSI. MBLC Will increase student time on task through the use of the Fundamental Five strategies: Clear measurable objectives, Increased teacher time in the power zone, small group activities, increased recognition informally in class, and critical writing experiences as measured by spring and fall classroom walk-throughs.

Strategy's Expected Result/Impact: Increase our score on CCMR reports and more students being college ready

Staff Responsible for Monitoring: Principal, Counselor

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

No Progress

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Strategy 2 Targeted Support Strategy

Increase number of students taking and passing the TSI tests by encouraging the taking of the TSI tests and assigning re-testers additional support, more tutoring, and additional practice and prep for the TSI courses.

Strategy's Expected Result/Impact: Increasing the passing rate on the TSI increases the score on the CCMR report and also helps student that our attending college place out of remedial classes.

Staff Responsible for Monitoring: Principal and counselor

TEA Priorities: Connect high school to career and college

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

Formative Reviews

No Progress

October

January

March

May

Goal 4

Campus will improve student, staff, parent, and community perception as determined by the Gallup Goal by August 2027. (Strategic Priority 4)

Performance Objective 1

PARENTAL AND FAMILY ENGAGEMENT: Increase the parent, student, and staff school perception from fall to spring Gallup polls 2024-2025.

Evaluation Data Source: Gallup Results

Strategy 1

Teacher will maintain a contact log to log in communication with parents, teacher will be asked to make more positive communication than negative to build more positive contacts with parents. Teachers will also participate in parent activities and have daily interactions with students before school and rotation schedules through lunch times.

Strategy's Expected Result/Impact: Parents and teachers will have more open and honest communication with each other and improved interaction to support our students for greater success.

Staff Responsible for Monitoring: principal, teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress
October

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May

Strategy 2

MBLC will have several School Wide awards ceremonies, movie nights, and graduation events, snacking with the parents events in addition to a friends and family picnics.

Strategy's Expected Result/Impact: More positive contact with the community and parents

Staff Responsible for Monitoring: Principal, teachers, truancy clerk

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress
October

January

March

May

Performance Objective 2

PUBLIC RELATIONS and COMMUNICATIONS: MBLC will continue effective communication with parent through the use of social media and Student Messenger (Parent Newsletter)

Evaluation Data Source: Social media feedback, teacher reports, and parent reports

Strategy 1

MBLC will maintain a Facebook account and Twitter to spread positive news to community about the good things occurring on campus in order to get more positive feedback from community and parents and support for MBLC programs

Strategy's Expected Result/Impact: More support from community and more positive feedback about MBLC

Staff Responsible for Monitoring: TBD- Twitter & Facebook, Principal, District Communications personnel

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress
October

January

March

May

Strategy 2

MBLC will look for opportunities of enrichment for our students by locating and encouraging students to attend community events that provide students volunteer community service time, community job and college events, or to visit public speaking events to listen and learn .

Strategy's Expected Result/Impact: More diverse student offerings: college visitations, outdoor learning opportunities afforded to the main campus, and attending community events

Staff Responsible for Monitoring: All Staff to look for events

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress
October

January

March

May

Goal 5 MBLC will attain Tier 1 Status through August 2027 (Strategic Priority 5)

Performance Objective 1 High Priority

MBLC leadership will provide opportunities to cultivate leaders, continue STAAR academic success, increase growth in meets standards on EOC tests, and create an environment where student referral rate improves from the previous rate.

Evaluation Data Source: TEA score

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Weekly review of student academic, behavior and attendance progress in PLC, tiering support for students behind, additional credit recovery support.

Strategy's Expected Result/Impact: Maintaining our school's rating

Staff Responsible for Monitoring: ALL Staff on campus to make sure all students our performing

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

No Progress
October

January

March

May

Seguin Independent School District



Patlan Elementary School

2024-2025 Formative Reviews

Board Approval Date:
October 29, 2024

Public Presentation Date:
October 29, 2024

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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 42% to 55% by August 2027.

Performance Objective 1 High Priority

Increase the percentage of third through fifth grade students scoring a 4 or above on their STAAR ECR (Extended Constructed Response) from 48% to 58% by August 2025.

Evaluation Data Source: STAAR Reading, District and Campus Assessments

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue to focus on ECRs

Strategy 1

Utilize Gretchen Bernabei Strategies which include daily writing journals, text structures including RACE. Analyze writing samples in PLC to modify instructions.

Strategy's Expected Result/Impact: Improved student writing skills and literacy academic achievement.

Staff Responsible for Monitoring: Administration and Instructional Coach

Problem Statements: Student Learning 1

Title I: 2.4

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause	
1	Many students have gaps in core subjects: Math, Reading, Writing and Science.	Gaps were created in student's foundations due to COVID and virtual learning, and intervention programming needs to be strengthened to support struggling students.

Performance Objective 2

Increase the percentage of special education students meeting grade level expectations on STAAR Reading from 18% to 28% by August 2025.

Evaluation Data Source: STAAR Reading, District and Campus Assessments

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue to enhance SPED instruction

Strategy 1

Provide small group intervention to target standards that are not being mastered.

Strategy's Expected Result/Impact: Improved Academic Achievement

Staff Responsible for Monitoring: SPED Inclusion Interventionist, Admin.

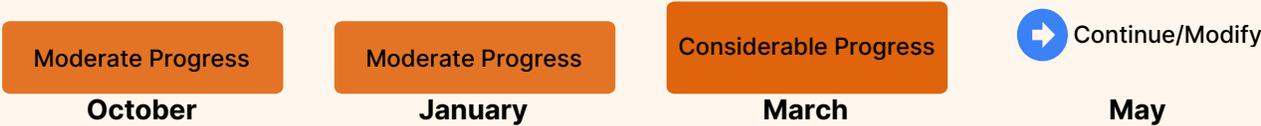
Problem Statements: Demographics 1

Title I: 2.4, 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause	
1	Special Education students academic performance is lower than their peers on state and district assessments.	Lack of knowledge and balance on how to meet their IEP goals and support the student's general education curriculum.

Performance Objective 3

Increase the percentage of emergent bilinguals by increasing the student meeting grade level expectations on STAAR Reading from 38% to 48% by August 2025.

Evaluation Data Source: STAAR Reading, District and Campus Assessments

Next Year's Recommendation: Continue to enhance to Dual Language Instruction

Strategy 1

Provide small group intervention to target standards that are not being mastered.

Strategy's Expected Result/Impact: Improved Academic Achievement

Staff Responsible for Monitoring: Administration, Instructional , DL Teachers

Problem Statements: Student Learning 1

Title I: 2.4, 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Many students have gaps in core subjects: Math, Reading, Writing and Science.	Gaps were created in student's foundations due to COVID and virtual learning, and intervention programming needs to be strengthened to support struggling students.

Performance Objective 4

Increase the percentage of kindergarten through second grade students achieving level 3 or higher on the ISIP reading assessment from 36% to 46% by August 2025.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Track using a different platform.

Strategy 1

Provide Small Group intervention to target early reading skills that are not mastered.

Strategy's Expected Result/Impact: Increased number of students on reading level

Staff Responsible for Monitoring: Admin., Instructional Coach, K-2 teachers

Problem Statements: Student Learning 1

Title I: 2.4, 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Many students have gaps in core subjects: Math, Reading, Writing and Science.	Gaps were created in student's foundations due to COVID and virtual learning, and intervention programming needs to be strengthened to support struggling students.

Goal 2

Increase the percentage of third-grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Math from 44% to 52% by August 2027.

Performance Objective 1

Increase the percentage of special education students meeting grade level expectations on STAAR Math from 15% to 25% by August 2025.

Evaluation Data Source: STAAR Reading, District and Campus Assessments

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue to enhance SPED instruction

Strategy 1

Provide small group intervention to target standards that are not being mastered.

Strategy's Expected Result/Impact: Improved Academic Achievement

Staff Responsible for Monitoring: SPED Inclusion Interventionist, Admin.

Problem Statements: Demographics 1

Title I: 2.4, 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 2

SPED Interventionist attend PLC to learn and utilize strategies (Ex. Eureka)

Strategy's Expected Result/Impact: Improved Academic Achievement

Staff Responsible for Monitoring: SPED Inclusion Interventionist, Admin.

Problem Statements: Demographics 1

Title I: 2.4, 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Special Education students academic performance is lower than their peers on state and district assessments.	Lack of knowledge and balance on how to meet their IEP goals and support the student's general education curriculum.

Performance Objective 2

Increase the percentage of emergent bilinguals by increasing the student meeting grade level expectations on STAAR Math from 38% to 48% by August 2025.

Evaluation Data Source: STAAR Reading, District and Campus Assessments

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue to enhance Dual Language instruction

Strategy 1

Provide small group intervention to target standards that are not being mastered.

Strategy's Expected Result/Impact: Improved Academic Achievement

Staff Responsible for Monitoring: Administration, Instructional Coach , DL Teachers

Title I: 2.4, 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 2

Increase the use of math vocabulary in Dual Language classrooms

Strategy's Expected Result/Impact: Improved Academic Achievement

Staff Responsible for Monitoring: Administration, Instructional Coach , DL Teachers

Title I: 2.4, 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Goal 3

Increase the percentage of students who meet the College, Career, or Military Readiness (CCMR) requirements by having more students achieve meets and masters in all subjects from 42% to 52% by August 2027.

Performance Objective 1

Increase the percentage of fifth-grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 47% to 57% by August 2025.

Evaluation Data Source: STAAR Science

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue to track data and growth, utilize PLCs to focus on Question 4 in PLC

Strategy 1

Utilize science instructional time and emphasize vocabulary and hands-on activities

Strategy's Expected Result/Impact: Improved Academic science achievement

Staff Responsible for Monitoring: Admin, Instructional Coach, science teachers

Title I: 2.4

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 2

Embed enrichment activities during intervention and instructional time to meet the needs of students already on level.

Strategy's Expected Result/Impact: Academic Growth from students who are meeting and mastering state standards

Staff Responsible for Monitoring: Admin., Instructional Coach, Teachers

Title I: 2.5

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

Some Progress

January

Moderate Progress

March

 Continue/Modify

May

Performance Objective 2

Increase students' awareness of College Career Military Readiness by hosting 4 CCMR activities throughout the year.

Evaluation Data Source: Sign-in Sheets, Agendas, Fliers

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Strive to meet the goal.

Strategy 1

Host a variety of opportunities for students to be exposed to colleges, careers, and the military. (Ex. Career Day, Veteran's Program, College visits)

Strategy's Expected Result/Impact: Students are more aware of opportunities after graduation

Staff Responsible for Monitoring: Admin, Counselor

Title I: 2.5

TEA Priorities: Connect high school to career and college

Formative Reviews

Some Progress

October

Moderate Progress

January

No Progress

March

 Continue/Modify

May

Goal 4 Patlan will improve students, parent, community and staff satisfaction as determined by the Gallup Poll.

Performance Objective 1

Patlan will improve students, parent, community and staff satisfaction as determined by the Gallup Poll from beginning to the end of the year.

Evaluation Data Source: Gallup Poll Results

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue with surveys

Strategy 1

Utilize surveys to gauge perception and culture.

Strategy's Expected Result/Impact: Improved positive culture

Staff Responsible for Monitoring: Admin.

Problem Statements: School Processes & Programs 2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 2

Staff and parents are included in campus committees

Strategy's Expected Result/Impact: Staff and parents are provided a voice about campus activities and events.

Staff Responsible for Monitoring: Committee Leads and Members

Problem Statements: School Processes & Programs 2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

October

Some Progress

January

Moderate Progress

March



Continue/Modify

May

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

Parent involvement is improving, but not at expected levels.

Campus members needs to make personal connection to encourage parents to become involved.

Performance Objective 2

Increase parents and community involvement opportunities at the campus from the beginning to the end of the year.

Evaluation Data Source: Event Calendar, Sign-in Sheets

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue to host events.

Strategy 1

Host a variety of academic, multicultural and parent involvement events.

Strategy's Expected Result/Impact: Improved school culture and increased parent and community partnerships.

Staff Responsible for Monitoring: Admin, Campus Committees

Problem Statements: School Processes & Programs 2

Title I: 4.2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

October

Considerable Progress

January

Moderate Progress

March



Continue/Modify

May

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
2 Parent involvement is improving, but not at expected levels.	Campus members needs to make personal connection to encourage parents to become involved.

Performance Objective 3

Incorporate and embed Great Expectations school wide in instruction and campus events.

Evaluation Data Source: Lesson Plans, Sign-In Sheets

Next Year's Recommendation: Continue to enhance 17 practices and train new staff members.

Strategy 1

Host Call to Excellence and embed Great Expectations principles and practices into instructional day.

Strategy's Expected Result/Impact: Improve positive school environment and teacher student leadership and life skills.

Staff Responsible for Monitoring: Admin., Teachers

Title I: 2.5

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

October

Considerable Progress

January

Moderate Progress

March

 Continue/Modify

May

Goal 5 Patlan will be a Tier 1 school based on the school performance framework (QSA) by August 2027.

Performance Objective 1

Improve our attendance rate from 93.6% to 96.0%.

Evaluation Data Source: Attendance data from TEAMS

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue to have incentives to increase incentives.

Strategy 1

Provide attendance incentives for good attendance

Strategy's Expected Result/Impact: Improved attendance rate

Staff Responsible for Monitoring: Admin., Attendance Clerk

Problem Statements: Demographics 2

Title I: 2.6

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 2

Utilize Communities in Schools

Strategy's Expected Result/Impact: Improved attendance rates

Staff Responsible for Monitoring: Admin, CIS Coordinator

Title I: 2.6

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

October

Considerable Progress

January

Considerable Progress

March

 Continue/Modify

May

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

Attendance Goal not met for the 23-24 school year.

Decreased importance on attending school.

Performance Objective 2

Decrease the amount of ISS/OSS actions from 65 to 50 by 2025.

Evaluation Data Source: Discipline Data

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue PBIS and Great Expectations

Strategy 1

Utilize behavior reset effectively

Strategy's Expected Result/Impact: Decreased referrals

Staff Responsible for Monitoring: Admin., Behavior Reset Teacher

Title I: 2.6

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

October

Some Progress

January

Some Progress

March

 Continue/Modify

May

Strategy 2

Utilize PBIS and Great Expectation strategies and provide classroom management strategies for teachers who require support.

Strategy's Expected Result/Impact: Decreased referrals

Staff Responsible for Monitoring: Admin., Instructional Coach

Title I: 2.6

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 3

Maintain 90% retention rate.

Evaluation Data Source: Personnel HR files

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Increase staff check-ins.

Strategy 1

Provide PLCs and professional learning to enhance teacher's instructional practices

Strategy's Expected Result/Impact: Teachers feel supported and student grow academically

Staff Responsible for Monitoring: Admin., Instructional Coach

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 2

Recognize and celebrate teachers and staff

Strategy's Expected Result/Impact: Faculty and staff feel appreciated

Staff Responsible for Monitoring: Admin., Instructional Coach

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March

 Continue/Modify

May

**Seguin Independent School
District**

**Rodriguez Elementary
School**

**2024-2025
Formative
Reviews**

Board Approval Date:
October 29, 2024

Public Presentation Date:
October 29, 2024

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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 55% by August 2027.

Performance Objective 1 High Priority HB3 Goal

By May 2025, increase the percentage of third grade students achieving meets grade level or above on STAAR Reading from 21% to 29%.

Evaluation Data Source: STAAR; (46% target/55% next target).

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Preliminary Data 31%

Strategy 1 Additional Targeted Support Strategy

Implement Guided Reading and Small Group in Grades K-5th for all students reading below Grade Level

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

Staff Responsible for Monitoring: Instructional Coach

Problem Statements: Demographics 1, 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



Strategy 2 Targeted Support Strategy

Provide Targeted Skill Based Intervention Daily (45 mins)- Reading

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

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 1, 2 - Student Learning 1, 2

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

ESF Levers: Level 5: Effective Instruction

Formative Reviews



Strategy 3

Student Data Tracking and Data Binders

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

Staff Responsible for Monitoring: K and 1st Team Lead

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1

Formative Reviews



Strategy 4

Participate in Professional Development for Guided Reading, Foundational Skills, and STAAR Strategies

Strategy's Expected Result/Impact: Increase student outcomes in reading and math

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 1, 2 - Student Learning 1, 2

Formative Reviews



Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Dual Language students are performing less than their peers in all content areas.	1) 55% of students at Rodriguez grades Kinder-2nd grade are not on reading level 3.) 87% of our students are economically disadvantaged.
2 Reading Scores decreased in our 3rd Grade dual language classrooms.	Lack of school wide data tracking and progress monitoring for intervention support.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Overall Reading Score: 24% meets and masters Overall Math passing scores: 28% meets and masters Overall Science Scores: 19% meets and masters	Lack of school wide systems closely monitoring student progress (strong tier 1 instruction, re-teaching when needed, data tracking for intervention, etc).
2 Did not reach the target in Closing the Gaps for all students in both Reading and Math.	Utilizing data points to monitor student progress. Students not reading on level. The lack of a structured daily guided reading time and instruction. The lack of a structured and effective guided math block/time.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 We are lacking systems set in place for school processes such as lesson plans cycles, walkthroughs, and RTI progress monitoring, this needs to be more closely monitored.	Scheduling and unintentional work

Performance Objective 2 High Priority

By May 2025 increase the percentage of second grade students who perform on Level 3 or above on the ISIP Reading Assessment from 49% to 55%.

Evaluation Data Source: ISTATION

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Ended at 39% in May in English, 61% in Spanish- Averaging 50% of students on or above grade level.

Strategy 1 Targeted Support Strategy

Istation Data Analysis and Intervention Planning and Implementation

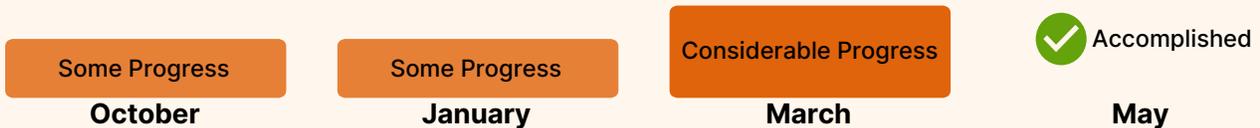
Strategy's Expected Result/Impact: Increase students on grade level or above on Istation

Staff Responsible for Monitoring: Instructional Coach

Problem Statements: Demographics 1 - Student Learning 1, 4

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

Formative Reviews



Strategy 2

Planning Days per grade level each 9 weeks DL vertical planning Content vertical planning

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

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Demographics 2 - Student Learning 1, 2

Formative Reviews



Strategy 3

Focus on Foundational Reading Skills in Kinder and 1st Grade

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

Staff Responsible for Monitoring: Instructional Coach

Problem Statements: Student Learning 2

Formative Reviews



Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Dual Language students are performing less than their peers in all content areas.	1) 55% of students at Rodriguez grades Kinder-2nd grade are not on reading level 3.) 87% of our students are economically disadvantaged.
2	Reading Scores decreased in our 3rd Grade dual language classrooms.	Lack of school wide data tracking and progress monitoring for intervention support.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Overall Reading Score: 24% meets and masters Overall Math passing scores: 28% meets and masters Overall Science Scores: 19% meets and masters	Lack of school wide systems closely monitoring student progress (strong tier 1 instruction, re-teaching when needed, data tracking for intervention, etc).
2	Did not reach the target in Closing the Gaps for all students in both Reading and Math.	Utilizing data points to monitor student progress. Students not reading on level. The lack of a structured daily guided reading time and instruction. The lack of a structured and effective guided math block/time.
4	When students are failing it is hard to reteach and reassess due to the pacing. Ex: when unit tests are given, students fail, when do we reteach and when and what do we reassess with? Students who are not on level just get passed through, grades don't always reflect since grades are not always	Students are not allowed to be retained, it becomes a domino effect because the gaps become wider and wider. When students are failing it is hard to reteach and reassess due to

Performance Objective 3 High Priority HB3 Goal

By May, 2025 increase the percentage of Emergent Bilingual students performing one competency level higher on TELPAS from 48% to 55%.

Evaluation Data Source: TELPAS

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Increase to ?

Strategy 1

Implement TELPAS Tuesday and Thursdays- Using Summit K-12

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

Staff Responsible for Monitoring: Instructional Coach

Problem Statements: Demographics 1, 2 - School Processes & Programs 1

Formative Reviews

Some Progress

October

Some Progress

January

Moderate Progress

March



Accomplished

May

Strategy 2

Train the Dual Language paraprofessionals on Intervention Resources

Strategy's Expected Result/Impact: Increase student outcomes

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 1, 2 - Student Learning 2

Formative Reviews



Accomplished

October



Accomplished

January



Accomplished

March



Accomplished

May

Strategy 3

Implement 3 Dual Language Strategies across the campus K-5

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

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 1, 2

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Accomplished

May

Strategy 4

Implement speaking and listening activities in K-1 evident in lesson plans

Strategy's Expected Result/Impact: Increase Listening and Speaking competencies for primary students

Staff Responsible for Monitoring: Instructional Coach

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews



Strategy 5

Attend Dual Language Conferences and Trainings (TAFE, La Cosecha)

Strategy's Expected Result/Impact: Increase student outcomes and teacher skills

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 1, 2 - Student Learning 1

Formative Reviews



Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement	Root Cause
<p>1 Dual Language students are performing less than their peers in all content areas.</p>	<p>1) 55% of students at Rodriguez grades Kinder-2nd grade are not on reading level 3.) 87% of our students are economically disadvantaged.</p>
<p>2 Reading Scores decreased in our 3rd Grade dual language classrooms.</p>	<p>Lack of school wide data tracking and progress monitoring for intervention support.</p>

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<p>1 Overall Reading Score: 24% meets and masters Overall Math passing scores: 28% meets and masters Overall Science Scores: 19% meets and masters</p>	<p>Lack of school wide systems closely monitoring student progress (strong tier 1 instruction, re-teaching when needed, data tracking for intervention, etc).</p>
<p>2 Did not reach the target in Closing the Gaps for all students in both Reading and Math.</p>	<p>Utilizing data points to monitor student progress. Students not reading on level. The lack of a structured daily guided reading time and instruction. The lack of a structured and effective guided math block/time.</p>

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
<p>1 We are lacking systems set in place for school processes such as lesson plans cycles, walkthroughs, and RTI progress monitoring, this needs to be more closely monitored.</p>	<p>Scheduling and unintentional work</p>

Goal 2

Increase the percentage of third grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Mathematics from 37% to 52% by August 2027.

Performance Objective 1 High Priority HB3 Goal

By May 2025, increase the percentage of third grade students achieving meets grade level or above on STAAR Math from 29% to 36%.

Evaluation Data Source: Mathematics STAAR
(58%Target/75% Next Target)

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1 Targeted Support Strategy

Implement Daily Guided Math with Intentional Grouping

Strategy's Expected Result/Impact: Build foundational skills

Staff Responsible for Monitoring: Instructional Coach

Problem Statements: Student Learning 1

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



Strategy 2

Planning for Math Intervention, Math Resources and Manipulatives

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

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 1

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

Some Progress

October

Moderate Progress

January

Moderate Progress

March

 Continue/Modify

May

Strategy 3

Grades 2-5 Use Supplemental Aides and Resources

Strategy's Expected Result/Impact: Student Increase in understanding from concrete to abstract.

Staff Responsible for Monitoring: Special Education Lead Teacher

Formative Reviews

No Progress

October

Some Progress

January

Considerable Progress

March

 Continue/Modify

May

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Overall Reading Score: 24% meets and masters Overall Math passing scores: 28% meets and masters Overall Science Scores: 19% meets and masters

Lack of school wide systems closely monitoring student progress (strong tier 1 instruction, re-teaching when needed, data tracking for intervention, etc).

Performance Objective 2 High Priority

By May 2025, 80% of second grade students will perform on or above grade level on Istation Math from beginning of year to end of year.

Evaluation Data Source: Istation Data BOy-MOY-EOY

Summative Evaluation: No progress made toward meeting Performance Objective

Next Year's Recommendation: 41% of 2nd graders are on or above grade level in May

Strategy 1

Guided Math/Math Intervention (2 days a week) K-2

Strategy's Expected Result/Impact: Build number fluency

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 1

Formative Reviews

Some Progress

October

Some Progress

January

Some Progress

March



Continue/Modify

May

Strategy 2

Data Dig and Training on District Platforms.

Strategy's Expected Result/Impact: Numerical fluency

Staff Responsible for Monitoring: Instructional Coach

Problem Statements: Student Learning 1, 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

Some Progress

January

Moderate Progress

March



Accomplished

May

Strategy 3

Math Planning Days K-5 Vertical Alignment

Strategy's Expected Result/Impact: Vertically align strategies across the campus

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Student Learning 4 - School Processes & Programs 1

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

Some Progress

January

Considerable Progress

March



Accomplished

May

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<p>1 Overall Reading Score: 24% meets and masters Overall Math passing scores: 28% meets and masters Overall Science Scores: 19% meets and masters</p>	<p>Lack of school wide systems closely monitoring student progress (strong tier 1 instruction, re-teaching when needed, data tracking for intervention, etc).</p>
<p>2 Did not reach the target in Closing the Gaps for all students in both Reading and Math.</p>	<p>Utilizing data points to monitor student progress. Students not reading on level. The lack of a structured daily guided reading time and instruction. The lack of a structured and effective guided math block/time.</p>
<p>4 When students are failing it is hard to reteach and reassess due to the pacing. Ex: when unit tests are given, students fail, when do we reteach and when and what do we reassess with? Students who are not on level just get passed through, grades don't always reflect since grades are not always</p>	<p>Students are not allowed to be retained, it becomes a domino effect because the gaps become wider and wider. When students are failing it is hard to reteach and reassess due to</p>

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
<p>1 We are lacking systems set in place for school processes such as lesson plans cycles, walkthroughs, and RTI progress monitoring, this needs to be more closely monitored.</p>	<p>Scheduling and unintentional work</p>

Goal 3

Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 50.9% to 80% by August 2027. Rodriguez ES will support awareness of CCMR Requirements.

Performance Objective 1 High Priority HB3 Goal

By May 2025, increase the percentage of fifth graders achieving meets grade level or above on Science STAAR from 26% to 34%.

Evaluation Data Source: SCIENCE STAAR (47% target/Next 57%).

Summative Evaluation: No progress made toward meeting Performance Objective

Next Year's Recommendation: Science 7%

Strategy 1 Targeted Support Strategy

Implement at least 2 times a week-hands on labs K-5

Strategy's Expected Result/Impact: TEKS mastery

Staff Responsible for Monitoring: 5th Grade Science Lead

Problem Statements: Student Learning 3 - School Processes & Programs 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



Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

Implement Science Daily K-5 (30 minute blocks)

Strategy's Expected Result/Impact: Hands on activities and lessons increase per grade level.

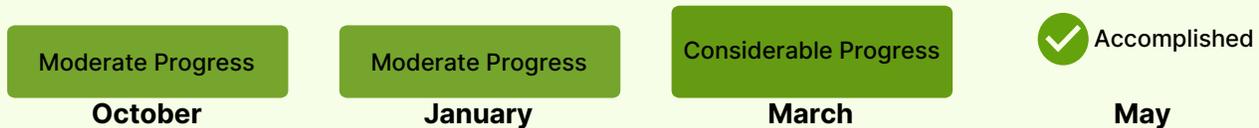
Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 3 - School Processes & Programs 1

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

ESF Levers: Level 3: Positive School Culture, Level 4: High-Quality Instructional Materials and Assessments, Level 5: Effective Instruction

Formative Reviews



Strategy 3

Critical TEKS tracking; Data Analysis

Strategy's Expected Result/Impact: Student growth from BOY to EOY Assessments

Staff Responsible for Monitoring: Instructional Coach

Problem Statements: Student Learning 1, 3

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

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

Formative Reviews



Strategy 4

STEM rotations for 5th grade (once a quarter)

Strategy's Expected Result/Impact: STAAR score increase, increase student interest

Staff Responsible for Monitoring: 5th Science Lead

Problem Statements: Student Learning 3, 4

TEA Priorities: Improve low-performing schools

ESF Levers: Level 1: Strong School Leadership and Planning, Level 2: Strategic Staffing, Level 3: Positive School Culture, Level 5: Effective Instruction

Formative Reviews



Strategy 5

Implement more Science Activities during ACE

Strategy's Expected Result/Impact: Increase science scores

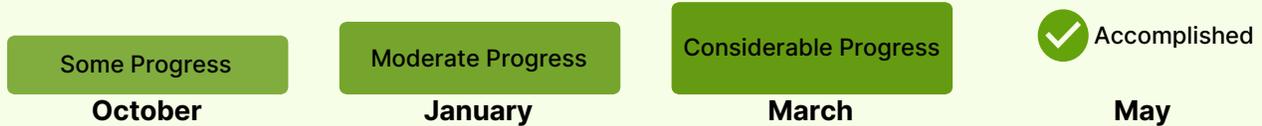
Staff Responsible for Monitoring: ACE Coordinator

Problem Statements: Student Learning 3

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

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<p>1 Overall Reading Score: 24% meets and masters Overall Math passing scores: 28% meets and masters Overall Science Scores: 19% meets and masters</p>	<p>Lack of school wide systems closely monitoring student progress (strong tier 1 instruction, re-teaching when needed, data tracking for intervention, etc).</p>
<p>3 43% students did not meet in 5th Science STAAR</p>	<p>Limited use of the Science lab for hands on activities and experiments, no science block and no vertical alignment.</p>
<p>4 When students are failing it is hard to reteach and reassess due to the pacing. Ex: when unit tests are given, students fail, when do we reteach and when and what do we reassess with? Students who are not on level just get passed through, grades don't always reflect since grades are not always</p>	<p>Students are not allowed to be retained, it becomes a domino effect because the gaps become wider and wider. When students are failing it is hard to reteach and reassess due to</p>

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
<p>1 We are lacking systems set in place for school processes such as lesson plans cycles, walkthroughs, and RTI progress monitoring, this needs to be more closely monitored.</p>	<p>Scheduling and unintentional work</p>

Performance Objective 2 High Priority HB3 Goal

By May 2025, 80% of fourth grade students score a 4 or above on their ECR (Extended Constructed Response).

Evaluation Data Source: Reading STAAR

Summative Evaluation: No progress made toward meeting Performance Objective

Next Year's Recommendation: Lower the percentage to 50% and Score of a 3

Strategy 1 Targeted Support Strategy

Writing Reflection Journals K-5 all contents

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

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 2 - Student Learning 4 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Level 3: Positive School Culture, Level 4: High-Quality Instructional Materials and Assessments, Level 5: Effective Instruction

Formative Reviews

Moderate Progress

October

Moderate Progress

January

 Accomplished

March

 Accomplished

May

Strategy 2

Guided Reading- includes Writing Skills

Strategy's Expected Result/Impact: Increase foundational writing skills K-2

Staff Responsible for Monitoring: Instructional Coach

Problem Statements: Student Learning 4 - School Processes & Programs 1

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March

 Accomplished

May

Strategy 3

Writing Planning Days K-5 Vertical Planning

Strategy's Expected Result/Impact: Increase writing skills- fewer zero- scores

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Student Learning 4 - School Processes & Programs 1

ESF Levers: Level 3: Positive School Culture, Level 4: High-Quality Instructional Materials and Assessments, Level 5: Effective Instruction

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March

 Accomplished

May

Strategy 4

Training & Practice on ECRs and SCR- Campus/District

Strategy's Expected Result/Impact: Decrease the zero (0) in grades 3-5

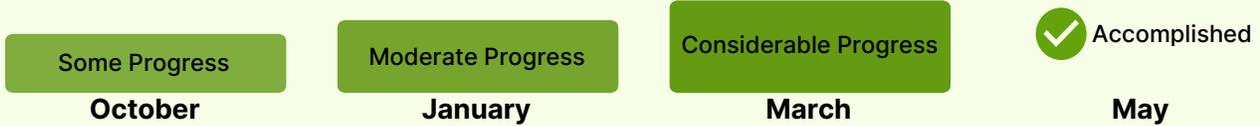
Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 2

TEA Priorities: Improve low-performing schools

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

Formative Reviews



Strategy 5

Exit Tickets on Eduphoria- 2nd Grade -5th Grade (SCR-ECR); increase online writing

Strategy's Expected Result/Impact: Increase skills in grades 2-5

Staff Responsible for Monitoring: Instructional Coach

Problem Statements: Demographics 1, 2 - Student Learning 4 - School Processes & Programs 1

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

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 6

Librarian Lessons embedded writing prompts

Strategy's Expected Result/Impact: Increase writing skills

Staff Responsible for Monitoring: Librarian

Problem Statements: Student Learning 2

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Considerable Progress

March



Accomplished

May

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Dual Language students are performing less than their peers in all content areas.

1) 55% of students at Rodriguez grades Kinder-2nd grade are not on reading level 3.) 87% of our students are economically disadvantaged.

2

Reading Scores decreased in our 3rd Grade dual language classrooms.

Lack of school wide data tracking and progress monitoring for intervention support.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Did not reach the target in Closing the Gaps for all students in both Reading and Math.

Utilizing data points to monitor student progress. Students not reading on level. The lack of a structured daily guided reading time and instruction. The lack of a structured and effective guided math block/time.

4

When students are failing it is hard to reteach and reassess due to the pacing. Ex: when unit tests are given, students fail, when do we reteach and when and what do we reassess with? Students who are not on level just get passed through, grades don't always reflect since grades are not always

Students are not allowed to be retained, it becomes a domino effect because the gaps become wider and wider. When students are failing it is hard to reteach and reassess due to

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

We are lacking systems set in place for school processes such as lesson plans cycles, walkthroughs, and RTI progress monitoring, this needs to be more closely monitored.

Scheduling and unintentional work

Goal 4

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

Performance Objective 1

By May 2025, increase community and family engagement participation in campus programs and events such as PTC, Parenting Partners, Calm and Kind, and Family Meals by 10 total participants.

Evaluation Data Source: Sign In Sheet
Gallup Survey
Attendee Tracker

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Increase community and family engagement participation in campus programs and events such as (3- PTC)-PTC & Resource

Strategy 1 Targeted Support Strategy

Educating/Previewing the program with parents and teachers.

Strategy's Expected Result/Impact: Increase parent engagement

Staff Responsible for Monitoring: Counselor

Problem Statements: Student Learning 4 - School Processes & Programs 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Accomplished

May

Strategy 2 Targeted Support Strategy

Treats with the Principals (quarterly)

Strategy's Expected Result/Impact: Increase parent awareness and volunteers

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 2, 4

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

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

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March



Accomplished

May

Strategy 3 Targeted Support Strategy

Campus Family Events and Activities

Strategy's Expected Result/Impact: Increase parent participation

Staff Responsible for Monitoring: Counselor

Problem Statements: Demographics 1 - School Processes & Programs 1

TEA Priorities: Improve low-performing schools

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

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Accomplished

May

Strategy 4

PTC monthly meetings

Strategy's Expected Result/Impact: Increase PTC members

Staff Responsible for Monitoring: Principal

Problem Statements: School Processes & Programs 1

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

May

Strategy 5

Attend Parenting Partners Trainings and Conferences

Strategy's Expected Result/Impact: Increase parent involvement

Staff Responsible for Monitoring: Counselor

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March

 Continue/Modify

May

Strategy 6

Provide Home Literacy Kits with book bags, flash cards, and Reading A-Z books to support at-home reading. Host workshops once per semester in order to enhance parent engagement by sharing resources to equip parents with effective literacy strategies at home.

Strategy's Expected Result/Impact: Use reading progress data from formative assessments to evaluate the impact of increased at-home reading activities on student literacy development.

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 1

Title I: 2.5, 4.1, 4.2

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

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

Formative Reviews

Some Progress

October

Moderate Progress

January

 Accomplished

March

 Accomplished

May

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
<p>1 Dual Language students are performing less than their peers in all content areas.</p>	<p>1) 55% of students at Rodriguez grades Kinder-2nd grade are not on reading level 3.) 87% of our students are economically disadvantaged.</p>

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<p>2 Did not reach the target in Closing the Gaps for all students in both Reading and Math.</p>	<p>Utilizing data points to monitor student progress. Students not reading on level. The lack of a structured daily guided reading time and instruction. The lack of a structured and effective guided math block/time.</p>
<p>4 When students are failing it is hard to reteach and reassess due to the pacing. Ex: when unit tests are given, students fail, when do we reteach and when and what do we reassess with? Students who are not on level just get passed through, grades don't always reflect since grades are not always</p>	<p>Students are not allowed to be retained, it becomes a domino effect because the gaps become wider and wider. When students are failing it is hard to reteach and reassess due to</p>

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
<p>1 We are lacking systems set in place for school processes such as lesson plans cycles, walkthroughs, and RTI progress monitoring, this needs to be more closely monitored.</p>	<p>Scheduling and unintentional work</p>

Performance Objective 2

By May 2025, increase the number of clubs, extracurricular activities, or student organizations from beginning of year to end of year (Patrols, Student Council, Choir, etc.)

Evaluation Data Source: PTC Membership
 Volunteer Sign In Sheet
 Gallup Survey
 Attendee Tracker
 Clubs
 Extra Curricular Events

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Track the number of opportunities available.

Strategy 1

Market and Advertise- Facebook, Social Media, Flyers

Strategy's Expected Result/Impact: Increase attendance at events

Staff Responsible for Monitoring: Librarian

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

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

Formative Reviews



Strategy 2

Align Campus Events to Instructional Needs

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

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 1, 2, 3 - Student Learning 1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews



Strategy 3

Provide Resources and Support through the School Counselor, CIS, and Social Worker

Strategy's Expected Result/Impact: Increase parent engagement and increase student outcomes

Staff Responsible for Monitoring: Counselor

Problem Statements: Student Learning 4 - School Processes & Programs 1

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Considerable Progress

March



Accomplished

May

Strategy 4

Provide opportunities for Student Clubs, and Student Organizations(Safety Patrols, Student Council, Recycle Club, Choir)

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

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Student Learning 4 - School Processes & Programs 1

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

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

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Accomplished

May

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Dual Language students are performing less than their peers in all content areas.	1) 55% of students at Rodriguez grades Kinder-2nd grade are not on reading level 3.) 87% of our students are economically disadvantaged.
2	Reading Scores decreased in our 3rd Grade dual language classrooms.	Lack of school wide data tracking and progress monitoring for intervention support.
3	Math Scores decreased in 2023-2024 for special education students	Lack of structures in a structured daily guided math time and instructions.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Overall Reading Score: 24% meets and masters Overall Math passing scores: 28% meets and masters Overall Science Scores: 19% meets and masters	Lack of school wide systems closely monitoring student progress (strong tier 1 instruction, re-teaching when needed, data tracking for intervention, etc).
4	When students are failing it is hard to reteach and reassess due to the pacing. Ex: when unit tests are given, students fail, when do we reteach and when do we reassess with? Students who are not on level just get passed through, grades don't always reflect since grades are not always	Students are not allowed to be retained, it becomes a domino effect because the gaps become wider and wider. When students are failing it is hard to reteach and reassess due to

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	We are lacking systems set in place for school processes such as lesson plans cycles, walkthroughs, and RTI progress monitoring, this needs to be more closely monitored.	Scheduling and unintentional work

Goal 5

Based on the school performance framework (QSA) campus tiering, Rodriguez will be a Tier 1 campus by August 2027.

Performance Objective 1 High Priority

By May 2025, decrease the teacher turnover rate from 56% to 20%.

Evaluation Data Source: End of Year Report
25-26 Beginning of Year New Hire List

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Stellar Staff of the Week (Matador Mindset)

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

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: School Processes & Programs 1

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

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

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Considerable Progress

March



Accomplished

May

Strategy 2

Support and Resources for teachers (CO, Admin, IC)

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

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 4 - School Processes & Programs 1

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

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

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Accomplished

May

Strategy 3

Have Campus Wide Events for Staff Members- twice a semester

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

Staff Responsible for Monitoring: Counselor

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March



Accomplished

May

Strategy 4

Staff Surveys and Feedback Opportunities through ILT

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

Staff Responsible for Monitoring: Principal

Problem Statements: School Processes & Programs 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

October

Moderate Progress

January

Moderate Progress

March



Accomplished

May

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<p>4 When students are failing it is hard to reteach and reassess due to the pacing. Ex: when unit tests are given, students fail, when do we reteach and when and what do we reassess with? Students who are not on level just get passed through, grades don't always reflect since grades are not always</p>	<p>Students are not allowed to be retained, it becomes a domino effect because the gaps become wider and wider. When students are failing it is hard to reteach and reassess due to</p>

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
<p>1 We are lacking systems set in place for school processes such as lesson plans cycles, walkthroughs, and RTI progress monitoring, this needs to be more closely monitored.</p>	<p>Scheduling and unintentional work</p>

Performance Objective 2 High Priority

By May 2025, increase student attendance from 93% to 94%.

Evaluation Data Source: ADA Reports

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: 93.8%

Strategy 1

Attendance Incentives for teachers and students

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

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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

Formative Reviews

Some Progress

Moderate Progress

Moderate Progress



Accomplished

Strategy 2

Attendance Team Leaders assigned to grade levels as case managers

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

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Student Learning 4 - School Processes & Programs 1

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

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

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Accomplished

May

Strategy 3

CIS Caseload Monitoring- CIS school wide goal focused on Increasing Attendance.

Strategy's Expected Result/Impact: Decrease number of chronically absent students

Staff Responsible for Monitoring: CIS Coordinator

Problem Statements: Student Learning 2, 4

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

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

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Considerable Progress

March



Accomplished

May

Strategy 4

Attendance Committee Meetings to monitor, track, and intervene with students.

Strategy's Expected Result/Impact: Identify patterns

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Student Learning 2, 4 - School Processes & Programs 1

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March



Accomplished

May

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Did not reach the target in Closing the Gaps for all students in both Reading and Math.

Utilizing data points to monitor student progress. Students not reading on level. The lack of a structured daily guided reading time and instruction. The lack of a structured and effective guided math block/time.

4

When students are failing it is hard to reteach and reassess due to the pacing. Ex: when unit tests are given, students fail, when do we reteach and when and what do we reassess with? Students who are not on level just get passed through, grades don't always reflect since grades are not always

Students are not allowed to be retained, it becomes a domino effect because the gaps become wider and wider. When students are failing it is hard to reteach and reassess due to

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

We are lacking systems set in place for school processes such as lesson plans cycles, walkthroughs, and RTI progress monitoring, this needs to be more closely monitored.

Scheduling and unintentional work

Seguin Independent School District



Seguin High School

2024-2025 Formative Reviews

Board Approval Date:
October 29, 2024

Public Presentation Date:
October 29, 2024

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Goal 1

Increase the percentage of students who score meets grade level or above on STAAR English assessments from 42% to 60% by August 2027.

Performance Objective 1 High Priority HB3 Goal

Increase the percentage of students who score meets grade level or above on the STAAR English I from 41% to 60% by August 2025.

Evaluation Data Source: STAAR EOC (summer, winter, spring)

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Implement EB support through the use of ESL aides in English I classrooms.

Strategy's Expected Result/Impact: Improvement in scores for TELPAS and STAAR English I and II scores

Staff Responsible for Monitoring: Administrators
Classroom Teachers
ESL Aides

Title I: 2.4, 2.6

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

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

Formative Reviews

 Continue/Modify

October

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May

Strategy 2

Instructional Coaches will attend virtual Sibme coaching.

Strategy's Expected Result/Impact: Effective and efficient PLCs
Model teaching
Providing feedback to ELA teachers
Holding ELA coaching conversations with teachers

Staff Responsible for Monitoring: Administrators

Title I: 2.4, 2.5, 2.6

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

 Continue/Modify

October

January

March

May

Performance Objective 2 High Priority HB3 Goal

Increase the percentage of students who score meets grade level or above on the STAAR English II from 43% to 60% by August 2025

Evaluation Data Source: STAAR (summer, winter, spring)

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy Results Driven Accountability

Implement EB support through the use of ESL aides in English II classrooms.

Strategy's Expected Result/Impact: Improvement in scores for TELPAS and STAAR English I and II scores

Staff Responsible for Monitoring: Administrators
Classroom teachers
ESL aides

Title I: 2.4

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

 Continue/Modify

October

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March

May

Strategy 2

Instructional Coaches will attend virtual Sibme coaching.

Strategy's Expected Result/Impact: Effective and efficient PLCs
Model teaching
Providing feedback to ELA teachers
Holding ELA coaching conversations with teachers

Staff Responsible for Monitoring: Administrators

Title I: 2.4, 2.6

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

Formative Reviews

 Continue/Modify

October

January

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May

Performance Objective 3

Increase the percentage of students who score masters on STAAR English I from 9% to 15% by August 2025

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Evaluate student work samples to ensure masters achievement twice a quarter during PLCs.

Strategy's Expected Result/Impact: Teacher reflection
Improved masters rate in students' work
Targeted teaching towards students' needs

Staff Responsible for Monitoring: Administrators
ELA Instructional Coach
Classroom Teachers

Formative Reviews

Moderate Progress

October

Some Progress

January

March

 Continue/Modify

May

Performance Objective 4

Increase the percentage of students who score masters on STAAR English II from 2% to 10% by August 2025

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Evaluate student work samples to ensure masters achievement twice a quarter during PLCs.

Strategy's Expected Result/Impact: Teacher reflection
Improved masters rate in students' work
Targeted teaching towards students' needs

Staff Responsible for Monitoring: Administrators
ELA Instructional Coach
Classroom Teachers

Formative Reviews

 Continue/Modify

October

January

March

May

Performance Objective 5

Increase SPED performance in English I and II STAAR through targeted delivery of instructional services by growing the meets percentage from 16% to 36% by May 2025.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

SPED Interventionists in English I and English II classes will work with small groups and/or designated students with growth gaps.

Formative Reviews

 Continue/Modify

October

January

March

May

Strategy 2

English I, English II, and SPED Interventionist educators, API APO, and Principal will review student work artifacts and conduct data analysis.

Formative Reviews

 Continue/Modify

October

January

March

May

Strategy 3

Students will participate in writing SCRs and ECRs with feedback provided by trained educators.

Formative Reviews



October

January

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May

Goal 2

Increase the percentage of students who score meets on grade level or above on STAAR Algebra I from 14% to 52% by June 2027.

Performance Objective 1

Increase the percentage of students who score meets grade level or above on STAAR Algebra I from 14% to 30%.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy
 Results Driven Accountability

Providing instructional aides in each Algebra I classrooms.

Strategy's Expected Result/Impact: Increase student support, teacher support for student growth.

Staff Responsible for Monitoring: Administrators, and teachers.

Title I: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

 Continue/Modify

October

January

March

May

Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy
 Results Driven Accountability

Provide teachers with additional full day planning to prepare for instruction.

Strategy's Expected Result/Impact: will provided targeted and differentiated instruction to maximize student engagement.

Staff Responsible for Monitoring: Administrators

Title I: 2.4, 2.6

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

 Continue/Modify

October

January

March

May

Strategy 3

Add an Advanced Algebra 1 course with the students that scored meets on their 8th grade math STAAR.

Title I: 2.4

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

Instructional Coaches will attend virtual Sibme coaching.

Strategy's Expected Result/Impact: Effective and efficient PLCs

Model teaching

Providing feedback to ELA teachers

Holding ELA coaching conversations with teachers

Staff Responsible for Monitoring: Administrators

Title I: 2.4, 2.5, 2.6

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

 Continue/Modify

October

January

March

May

Performance Objective 2

Increase the percentage of students who score masters grade level on STAAR Algebra I from 3% to 6%.

Summative Evaluation: No progress made toward meeting Performance Objective

Strategy 1

Add an Advanced Algebra 1 course with the students that scored meets on their 8th grade math STAAR.

Title I: 2.4

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



October

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May

Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy
 Results Driven Accountability

Providing instructional aides in each Algebra I classrooms.

Strategy's Expected Result/Impact: Increase student support, teacher support for student growth.

Staff Responsible for Monitoring: Administrators, and teachers.

Title I: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



October

January

March

May

Performance Objective 3

Increase SPED performance in STAAR Algebra I through targeted delivery of instructional services by growing the meets percentage from 18% to 38% by May 2025.

Summative Evaluation: No progress made toward meeting Performance Objective

Strategy 1

Math Instructional Aides/SPED Instructional Aide, and SPED Interventionists in Algebra I classes will work with small groups and/or designated students with growth gaps.

Formative Reviews

 Continue/Modify

October

January

March

May

Strategy 2

SPED Interventionists and SPED Instructional Assistants are attending and participating in Algebra I PLCs and with planning.

Formative Reviews

 Continue/Modify

October

January

March

May

Strategy 3

Algebra I educators, API and Principal will review student work artifacts and conduct data analysis.

Formative Reviews

 Continue/Modify

October

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Goal 3

Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 58% to 80% by August 2027.

Performance Objective 1 High Priority HB3 Goal

By August 2025, the percentage of students who meets TSI/SAT/ACT criteria in ELAR and Math will improve from 29% to 35%.

Evaluation Data Source: TSI/SAT/ACT Scores

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

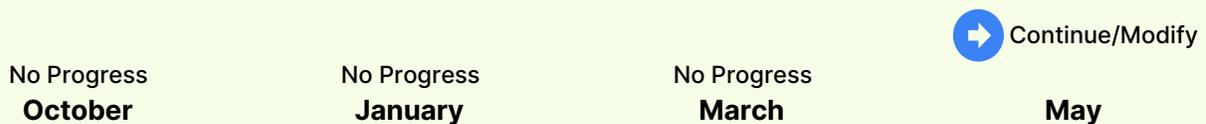
Provide an intensive, targeted intervention to prepare incoming and returning students for the TSI test. Duration: 1 week (Monday-Thursday, 8:30 AM - 3:30 PM) Small group instruction with certified ELAR and Math teachers after initial TSI ELAR Assessment.

Funding Sources: ELAR and MATH Teachers 211 Title I Parental Involvement, \$16,800, TSI Prep Curriculum 211 Title I Parental Involvement, \$7,796

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 2 HB3 Goal

By August 2025, the percent of students who are taking the SAT or ACT will improve from 34% to 50%

Summative Evaluation: Some progress made toward meeting Performance Objective

Performance Objective 3 HB3 Goal

By August 2025, 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 25% to 35%.

Summative Evaluation: Some progress made toward meeting Performance Objective

Performance Objective 4 HB3 Goal

By August 2025, the percent of students who earn an industry based certification will improve from 26% to 36%.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Goal 4

Seguin High School will improve student, parent, community, and staff satisfaction as determined by the Gallup Poll by August 2027.

Performance Objective 1 High Priority

Increase faculty, student, and parent satisfaction from Fall 2024 to Spring 2025 as determined by the Gallup Poll.

Evaluation Data Source: Gallup Poll

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

In the 2023-2024 school year, Matador U will be facilitated by the Mentor Coordinator (Assistant Principal) which will focus on teaching and learning needed by new teachers to the profession and/or campus related the district instructional calendar.

Strategy's Expected Result/Impact: A decline in the number of teaching vacancies to be filled at the end of the 23-24 school year

Staff Responsible for Monitoring: Mentor Coordinator (Assistant Principal)

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

 Continue/Modify

October

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Strategy 2

Professional, student, and family learning sessions on Triple A (academics, attendance, and attitude).

Strategy's Expected Result/Impact: Improved attendance, academic achievement, and less referrals

Staff Responsible for Monitoring: Administrators
Counselors
Teachers

Formative Reviews

 Discontinue

October

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May

Strategy 3

A weekly newsletter will be shared with families that includes a weekly message from the principal and administrators on specific initiatives, weekly student and educator highlights, attendance updates, save the dates for upcoming events, and contact information for administrators, counselors, and attendance members.

Strategy's Expected Result/Impact: Increase awareness in school initiatives, successes of campus, points of contact in the event additional assistance is needed, improve continued communication with families with a routine frequency through the distribution of an electronic newsletter (Smore). Provide contact information for families for any questions or concerns they have.

Staff Responsible for Monitoring: Principal
Associate Principals
Assistant Principals

Problem Statements: Perceptions 2

Title I: 4.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress
October

No Progress
January

March

 Accomplished

May

Strategy 4

Through the use of a tech app/platform called Talking Points, educators in various roles on campus will be able to contact parents/caregivers in their primary spoken language with the message received by the family as a text. Parents/caregivers have the ability to respond in a text. This tech app allows educators to curate specific communication for a family or mass communication for the entire school.

Strategy's Expected Result/Impact: Increased engagements with families
Increased communication from the school, teacher, staff members to families on specific topics including, but not limited to, grades, attendance, discipline, linking the school newsletter and other important campus updates
Increase real time communication between the school and families

Staff Responsible for Monitoring: Administrative Team
Classroom Teachers
Staff Assigned a Talking Points Login

Problem Statements: Perceptions 2

Title I: 2.6

TEA Priorities: Improve low-performing schools

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

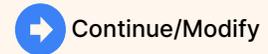
Formative Reviews

No Progress
October

No Progress
January

March

May



Strategy 5

Facilitate a Parent Resource Fair in May which is Mental Health Awareness Month as part of the campus engagement with families focused on mental health supports for students.

Strategy's Expected Result/Impact: Increase awareness of mental health trends, resources, interventions

Staff Responsible for Monitoring: Administrators
Counselors
Teachers

Problem Statements: Perceptions 2

Title I:

Formative Reviews

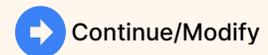
Some Progress

October

No Progress
January

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May



Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

There is limited family engagement and awareness of school initiatives.

The campus is not leveraging communication pathways through various platforms to share information and involve families.

Goal 5

Based on the school performance framework (QSA) campus tiering, Seguin High School will be a Tier 1 campus by August 2027.

Performance Objective 1

Improve campus student attendance rate from 88.6% to 90.0% by August 2025.

Evaluation Data Source: Quarterly and cumulative attendance reports

Summative Evaluation: No progress made toward meeting Performance Objective

Strategy 1

Implement quarterly attendance goal challenges each marking period.

Strategy's Expected Result/Impact: Increased attendance rates for each cohort.

Staff Responsible for Monitoring: Administrators
Attendance Team
Teachers

Formative Reviews

 Continue/Modify

October

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Strategy 2

Hold monthly attendance team meetings to identify tier 3 and tier 4 students to develop and implement an attendance plan.

Strategy's Expected Result/Impact: Increased attendance for tier 3 and tier 4 students

Staff Responsible for Monitoring: Administrators
Attendance Team

Formative Reviews

 Continue/Modify

October

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May

Performance Objective 2

Decrease ISS actions by 5% (483 to 459) by August 2025.

Summative Evaluation: No progress made toward meeting Performance Objective

Strategy 1

Identify Tier 2 student support list for RESET access prior to and/or lieu of assigning ISS.

Strategy's Expected Result/Impact: Reduction in ISS placement for Tier 2 identified students.

Staff Responsible for Monitoring: Administrators
RESET Educator

Formative Reviews



Strategy 2

Implement 3-week discipline reduction challenges school-wide for ISS infractions for the second, third, and fourth marking periods.

Strategy's Expected Result/Impact: Lowered ISS placement count

Staff Responsible for Monitoring: Administrator
PBIS Coordinator

Formative Reviews



Performance Objective 3

Decrease OSS actions by 5% (302 to 287) by August 2025.

Summative Evaluation: No progress made toward meeting Performance Objective

Strategy 1

Ensure that infractions for discretionary OSS actions are limited.

Strategy's Expected Result/Impact: Reduction in OSS actions

Staff Responsible for Monitoring: Administrators

Formative Reviews

 Continue/Modify

No Progress
October

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May

Performance Objective 4

Improve teacher retention rate from 78% to 85% by August 2025.

Summative Evaluation: Met Performance Objective

Strategy 1

Hold once a month MatadorU sessions that focus on one professional learning initiative.

Strategy's Expected Result/Impact: Grow capacity of novice teachers related to instructional practices

Staff Responsible for Monitoring: Assistant Principal
Lead Mentor Teacher

Formative Reviews

 Continue/Modify

October

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May

Performance Objective 5

Improve staff attendance rate by reducing teacher absences from 1251 absences to 1000 teacher absences by August 2025.

Summative Evaluation: No progress made toward meeting Performance Objective

Strategy 1

Staff attendance incentives will be offered three times during the school: second nine weeks, third nine weeks, fourth nine weeks.

Strategy's Expected Result/Impact: Reduction in staff personal and/or sick leave absences.

Staff Responsible for Monitoring: Administrators
Campus-based substitute liaison

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Some Progress

October

January

March

May

 Continue/Modify

Strategy 2

Provide social emotional professional development opportunities during the course of the school year.

Strategy's Expected Result/Impact: Improved focus on stress management, time management

Staff Responsible for Monitoring: Administrators

Formative Reviews

No Progress

October

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May

 Continue/Modify

Strategy 3

Implement Restorative Practices when feasible for infractions.

Strategy's Expected Result/Impact: Reduction in OSS actions.

Staff Responsible for Monitoring: Administrators
RESET Educator

Formative Reviews

No Progress

October

January

March

May

 Continue/Modify

Seguin Independent School District



2024-2025 Formative Reviews

Board Approval Date:
October 29, 2024

Public Presentation Date:
October 29, 2024

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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 HB3 Goal

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

TEA Priorities: Build a foundation of reading and math

Evaluation Data Source: 2025 STAAR Reading data.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Increase the percentage of third grade students who score meets or above on STAAR Reading from 36% (Cambium) to 47%.

Strategy 1 Results Driven Accountability

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

Formative Reviews



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

Formative Reviews

Considerable Progress

October

Considerable Progress

January

Considerable Progress

March

 Continue/Modify

May

Strategy 3

Provide feedback to students aligned to TEA rubric for student written responses during each unit of instruction to increase the writing percentage by 1 point from 2.56 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

Formative Reviews

Considerable Progress

October

Considerable Progress

January

Considerable Progress

March

 Continue/Modify

May

Strategy 4

Offer professional learning opportunities for teachers and administrators to deepen their understanding of the implemented curriculum.

Strategy's Expected Result/Impact: Professional development delivered to teachers and administrators has been successfully implemented on each campus to improve the internalization of the curriculum.

Staff Responsible for Monitoring: Chief Academic Officer

Formative Reviews

Moderate Progress

October

Considerable Progress

January

Considerable Progress

March

 Continue/Modify

May

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.

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 Reviews

Some Progress

October

Some Progress

January

Moderate Progress

March



Continue/Modify

May

Strategy 6

Provide learning opportunities at the Irma Lewis Outdoor Learning Center to reinforce implementation of RLA TEKS.

Staff Responsible for Monitoring: Director of Whole Child Initiatives

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Continue/Modify

May

Performance Objective 2 High Priority

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.

TEA Priorities: Build a foundation of reading and math

Evaluation Data Source: 2025 STAAR RLA Data

Summative Evaluation: Exceeded Performance Objective

Strategy 1

Social Studies will incorporate reading comprehension and writing strategies into curriculum.

Strategy's Expected Result/Impact: Students in grades 3-English I and II will show 3 percent growth in achievement on their common formative assessment data scores by January 2025.

Staff Responsible for Monitoring: Social Studies and RLA Coordinator

Problem Statements: Student Learning 5

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

Formative Reviews

No Progress
October

Some Progress
January

Some Progress
March

 Continue/Modify
May

Strategy 2

Students in grades 3 through English I & II will submit one extended constructed response per semester for district rating based on the TEA rubric.

Strategy's Expected Result/Impact: Students will increase their extended constructed response scores from an average of 2.84 to 3.84 by the end of quarter 3.

Staff Responsible for Monitoring: RLA Coordinator

Problem Statements: Student Learning 2

Formative Reviews

Some Progress
October

Moderate Progress
January

Considerable Progress
March

 Continue/Modify
May

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.

Strategy's Expected Result/Impact: Differentiated and personalized learning based on student data will increase student performance outcomes.

Staff Responsible for Monitoring: RLA Coordinator

Formative Reviews

Some Progress
October

Moderate Progress
January

Moderate Progress
March

 Continue/Modify
May

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 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 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 Reviews



Strategy 7 Results Driven Accountability

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: Director of Special Education

Formative Reviews

Moderate Progress

October

Some Progress

January

Moderate Progress

March

May

Strategy 8 Results Driven Accountability

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

Formative Reviews

Some Progress

October

Some Progress

January

Some Progress

March

May

Strategy 9

Provide intervention and language support to Emergent Bilingual students through Bilingual and ESL aides.

Strategy's Expected Result/Impact: Increase in TELPAS and STAAR Scores for Emergent Bilingual students

Staff Responsible for Monitoring: Director of Bilingual Education

Problem Statements: Demographics 3

Funding Sources: 263 Title III A,

Formative Reviews

Moderate Progress

October

Considerable Progress

January

Considerable Progress

March



Accomplished

May

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
<p>3 The Emergent Bilingual population has increased from 11.62% in 2020-21 to 13.70% in 2023-24</p>	

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<p>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).</p>	

<p>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.</p>	
--	--

Performance Objective 2 Problem Statements Identifying District Processes & Programs

Problem Statement	Root Cause
<p>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.</p>	

Performance Objective 3 High Priority

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.

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

Evaluation Data Source: ISIP Reading Data

Strategy 1

Offer professional learning opportunities for teachers and administrators to deepen their understanding of the implemented curriculum.

Strategy's Expected Result/Impact: Professional development delivered to teachers and administrators has been successfully implemented on each campus to improve the internalization of the curriculum.

Staff Responsible for Monitoring: Chief Academic Officer

Formative Reviews

No Progress
October

Some Progress
January

Moderate Progress
March

May

Strategy 2

Using Istation data, teachers will provide small group instruction and differentiated stations to increase reading performance.

Strategy's Expected Result/Impact: Small group and differentiated stations will increase student data on ISIP.

Staff Responsible for Monitoring: Elementary Education Coordinator

Formative Reviews

No Progress
October

Some Progress
January

No Progress
March

May

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 Results Driven Accountability

Utilize the data analysis protocol and student work analysis protocol in Math PLCs to look at past and current trends to support improved student outcomes on common formative assessments.

Strategy's Expected Result/Impact: This will aid in crafting individualized campus action plans, incorporating professional development, targeted instructional interventions, curriculum alignment, and improving student outcome common formative assessments.

Staff Responsible for Monitoring: Chief Academic Officer

Problem Statements: Student Learning 1

Formative Reviews



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.

Strategy's Expected Result/Impact: Provide professional development for teachers focused on effective instructional strategies that align with the curriculum and assessment practices.

Staff Responsible for Monitoring: Chief Academic Officer

Problem Statements: Student Learning 3

Formative Reviews



Strategy 3

FLUENCY: Student growth in math fluency through daily instructional practices such as small group instruction, fluency practice, and/or other research-based instructional strategies (RBIS).

Strategy's Expected Result/Impact: These strategies should positively improve student performance on math fluency resulting in overall improvement in all areas of math. Students will be able to demonstrate a deeper understanding in a variety of mathematical concepts.

Staff Responsible for Monitoring: Chief Academic Officer

Problem Statements: Student Learning 3

Formative 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 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 Reviews



Strategy 6 Results Driven Accountability

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 focus 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

Formative Reviews

Some Progress

October

Some Progress

January

Moderate Progress

March

May

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 Reviews

Some Progress

October

Moderate Progress

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Considerable Progress

March

May

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

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.

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).

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 Results Driven Accountability

Utilize the data analysis protocol and student work analysis protocol in PLC to look at past and current trends to support improved student outcomes on common formative assessments.

Strategy's Expected Result/Impact: This will aid in crafting individualized campus action plans, incorporating professional development, targeted instructional interventions, curriculum alignment, and improving student outcome common formative assessments.

Staff Responsible for Monitoring: Chief Academic Officer

Problem Statements: Student Learning 1

Formative Reviews

Some Progress

October

Some Progress

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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.

Strategy's Expected Result/Impact: Provide professional development for teachers focused on effective instructional strategies that align with the curriculum and assessment practices.

Staff Responsible for Monitoring: Chief Academic Officer

Problem Statements: Student Learning 3

Formative Reviews

Some Progress

October

January

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May

Strategy 3

HQIM Implementation: Utilize professional learning and support from LASO (Learning Acceleration Support Opportunities) Strong Foundations Implementation Grant (SFI) and Math Supplemental Curriculum Grant (MSC) in Grade 6 - Algebra 1 to internalize and rehearse lessons to support improved student outcomes.

Strategy's Expected Result/Impact: Provide professional development for teachers focused on effective instructional strategies that align with the curriculum and assessment practices.

Staff Responsible for Monitoring: Chief Academic Officer

Problem Statements: Student Learning 3

Funding Sources: Curriculum and PD resources LASO Strong Foundations Grant, \$176,000

Formative Reviews



Strategy 4

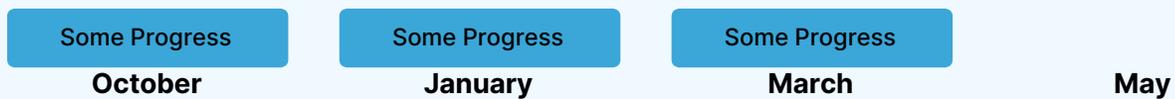
FLUENCY: Student growth in math fluency through daily instructional practices such as small group instruction, fluency practice, and/or other research-based instructional strategies (RBIS).

Strategy's Expected Result/Impact: These strategies should positively improve student performance on math fluency resulting in overall improvement in all areas of math. Students will be able to demonstrate a deeper understanding in a variety of mathematical concepts.

Staff Responsible for Monitoring: Chief Academic Officer

Problem Statements: Student Learning 3

Formative Reviews



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.

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 Reviews



Strategy 6

Implement STAAR-aligned common formative assessments after each unit of instruction using HQIM.

Strategy's Expected Result/Impact: HQIM assessments drive data digs to inform instruction.

Staff Responsible for Monitoring: Chief Academic Officer

Formative Reviews

October

January

March

May

Strategy 7 Results Driven Accountability

Provide professional development to special education teachers regarding the implementation of specially designed instruction (SDI) in the area of mathematics to enable students with disabilities to access and participate in the general education curriculum.

Strategy's Expected Result/Impact: The provision of high quality specially designed instruction will assist students to make progress in the general education curriculum.

Staff Responsible for Monitoring: Director of Special Education

Formative Reviews

Some Progress

October

Some Progress

January

Moderate Progress

March

May

Strategy 8 Results Driven Accountability

Reduce disciplinary removals for all students by 10% with an emphasis on reducing removals of students in special education programs.

Strategy's Expected Result/Impact: Assisting students to remain in classrooms and to receive instruction will lead to positive growth and improved educational outcomes.

Staff Responsible for Monitoring: District Behavior Coordinator

Formative Reviews

Some Progress

October

Some Progress

January

Some Progress

March

May

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<p>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>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>	

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

Using Istation data, teachers will provide small group instruction and differentiated stations to increase math performance.

Strategy's Expected Result/Impact: Small group instruction and differentiated stations will increase student performance on ISIP.

Staff Responsible for Monitoring: Math Coordinator

Formative Reviews

Some Progress	Some Progress	Some Progress	May
October	January	March	

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.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

Strategy 1

Implement early college and career readiness programs starting from middle school to expose students to various career pathways and academic requirements.

Strategy's Expected Result/Impact: Improve sequencing and CCMR pathways for graduation

Formative Reviews



Strategy 2

Improve CTE pathways and IBC opportunities

Formative Reviews



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.

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March

 Continue/Modify

May

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.

Formative Reviews

Some Progress

October

Some Progress

January

Moderate Progress

March

May

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.

TEA Priorities: Connect high school to career and college

Evaluation Data Source: PEIMS Data Reports

CTE IBC Data

TEA Accountability Ratings

CCMR Reports

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

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

Staff Responsible for Monitoring: CTE Director

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March

 Continue/Modify

May

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

Strategy's Expected Result/Impact: Increase opportunities for students to be successful in POS and earn Industry Based Certification

Staff Responsible for Monitoring: CTE Director

Formative Reviews

Some Progress

October

Some Progress

January

Moderate Progress

March

May

Strategy 3

Train High School Administrators and Counselors on CTE Programs of Study and Coherent Sequence of Courses to increase Concentrators and Completer Status

Strategy's Expected Result/Impact: Provide PD from Region 20 and CTE Department on new CTE Programs of Study for the 24-25 school year. Review CCMR accountability data and meet to plan program alignment in CTE areas with specific target increase in concentrator and completer status.

Staff Responsible for Monitoring: CTE Director

Formative Reviews

Some Progress

October

Some Progress

January

Moderate Progress

March

 Continue/Modify

May

Strategy 4

Update current CTE technology and provide state of the art computer labs in CTE classrooms to include computers, 3D printers, software, and appropriate hardware in CTE programs

Strategy's Expected Result/Impact: Direct student impact with use of up to date technology Student improvement in instruction, awareness, IBC results increase

Staff Responsible for Monitoring: CTE Director

Formative Reviews

Some Progress

October

Some Progress

January

Moderate Progress

March

 Continue/Modify

May

Performance Objective 3

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

TEA Priorities: Connect high school to career and college

Evaluation Data Source: PEIMS
On Data Suite
TAPR
CCMR

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 Reviews



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 spring of 2026 as determined by the district survey.

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.

Strategy's Expected Result/Impact: Students will gain familiarity with transition opportunities and families beginning to plan for transition goals.

Staff Responsible for Monitoring: Director of Special Education

Formative Reviews

Some Progress

October

Some Progress

January

Some Progress

March

May

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.

Strategy's Expected Result/Impact: Increase student engagement and satisfaction in after school programs.

Staff Responsible for Monitoring: ACE Director

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Considerable Progress

March



Accomplished

May

Strategy 3

Support utilization and fidelity with Character Strong and Great Expectations in grades PreK - 5

and Character Strong in grades 6-12.

Strategy's Expected Result/Impact: Improved campus climate.

Staff Responsible for Monitoring: Director of Student Services

Formative Reviews

No Progress
October

Some Progress
January

Some Progress
March

May

Strategy 4

Expand out-of-school activities to include the use of the Irma Lewis Outdoor Learning Center to address well-rounded educational opportunities and whole child initiatives.

Strategy's Expected Result/Impact: Improved relationships between staff and students

Staff Responsible for Monitoring: Director of Whole Child Initiatives

Formative Reviews

Moderate Progress
October

Moderate Progress
January

Considerable Progress
March

May

Strategy 5

Enhance Adventure School programming for 6th grade students, as a transition support for students entering the middle school community.

Strategy's Expected Result/Impact: Improve relationships between students and staff in an effort to increase effective and proactive support as students transition to middle school.

Staff Responsible for Monitoring: Director of Whole Child Initiatives

Formative Reviews

✓ Accomplished
October

✓ Accomplished
January

✓ Accomplished
March

✓ Accomplished
May

Performance Objective 2

Seguin ISD will improve parent satisfaction from the fall of 2025 to the spring of 2026 as determined by the district survey.

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

Formative Reviews



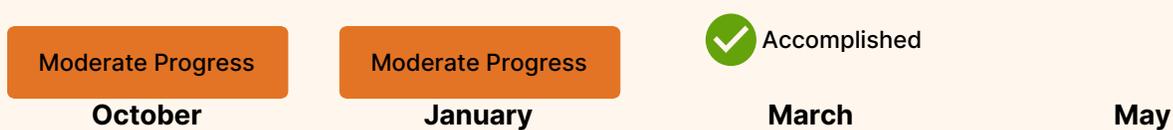
Strategy 2

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

Formative Reviews



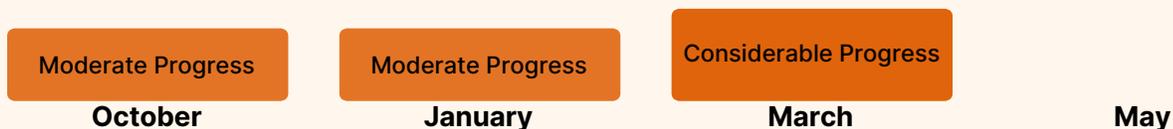
Strategy 3

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

Formative Reviews



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

Formative Reviews



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

Formative 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 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 Reviews

 Accomplished

October

 Accomplished

January

 Accomplished

March

May

Performance Objective 3

Seguin ISD will improve staff satisfaction from the fall of 2025 to the spring of 2026 as determined by the district survey.

Strategy 1 Equity Plan

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

Formative Reviews

No Progress
October

Moderate Progress

January

Considerable Progress

March

May

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

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March

May

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 Results Driven Accountability

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: District Behavior Coordinator

Formative Reviews

Some Progress

October

Some Progress

January

Some Progress

March

May

Strategy 2

Provide transition services and summer enrichment opportunities for at risk youth who are detained at the Juvenile Detention Center

Strategy's Expected Result/Impact: Reduction in recidivism

Staff Responsible for Monitoring: Director of Federal Programs

Funding Sources: 288 Title I D, \$85,000

Formative Reviews

Some Progress

October

Moderate Progress

January

 Accomplished

March

May

Strategy 3

Provide resources and services to address individual needs of students identified as Foster Care, Homeless, Migrant, and Military-Connected students, including transportation, school

supplies, emergency clothing, hygiene items, community assistance referrals, and other services.

Strategy's Expected Result/Impact: To increase identification of Foster Care, Homeless, Migrant, and Military-Connected students, improve attendance, and ensure needed supports are provided for these student groups

Staff Responsible for Monitoring: Highly Mobile Populations Specialist

Formative Reviews



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

Formative Reviews



Strategy 5

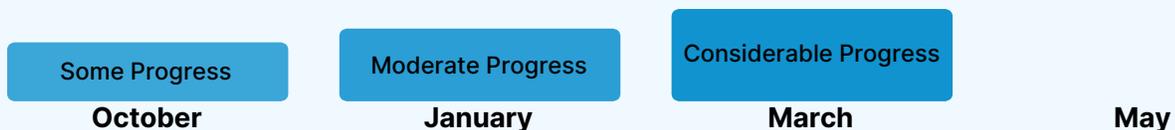
Provide Mental Health Supports to students at all campuses to encourage anti-bias, bully prevention, conflict resolution, suicide prevention, and violence prevention.

Strategy's Expected Result/Impact: Improvement in student mental health.

Staff Responsible for Monitoring: Director of Student Services

Funding Sources: Contracted Services - Communities in Schools 199 PIC 24 SCE,

Formative Reviews



Strategy 6

Provide a comprehensive system of Positive Behavior Intervention Systems (PBIS) at all campuses to encompass behavioral needs at all levels, from Tier 1 supports through special

education behavioral programs.

Strategy's Expected Result/Impact: Reduction in student behavioral issues.

Staff Responsible for Monitoring: Director of Student Services

Formative Reviews

Some Progress

October

Some Progress

January

Some Progress

March

May

Strategy 7

Implement proactive measures to address substance abuse, such as increased education and monitoring of known usage areas.

Strategy's Expected Result/Impact: Decrease substance use and vaping-related occurrences.

Staff Responsible for Monitoring: Chief Student Services Officer

Formative Reviews

No Progress

October

Some Progress

January

Some Progress

March

May

Strategy 8

In collaboration with Student Health Advisory Council (SHAC), implement dating violence and sex trafficking awareness and prevention education with all stakeholders.

Strategy's Expected Result/Impact: To increase awareness and education.

Staff Responsible for Monitoring: Director of Student Services

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March

May

Strategy 9

Identify students who are at-risk for dropping out of school or who are economically disadvantaged and provide them with supplemental instruction/support and timely interventions.

Strategy's Expected Result/Impact: Reduce the gap in student performance between the at-risk and non-at-risk student groups and the economically disadvantaged and non-economically disadvantaged student groups. A reduction in the drop out rate.

Staff Responsible for Monitoring: Director of State & Federal Accountability

Formative Reviews

 Accomplished

October

 Accomplished

January

 Accomplished

March

May

Seguin Independent School District



Vogel Elementary School

2024-2025 Formative Reviews

Board Approval Date:
October 29, 2024

Public Presentation Date:
October 29, 2024

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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 41% to 55% by August 2027.

Performance Objective 1 High Priority HB3 Goal

Increase the percentage of students achieving meets grade level or above on Grade 3-5 STAAR Reading by 6 percentage points from 40% to 46% by August 2025.

Evaluation Data Source: Spring STAAR scores

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Vogel will employ a Title 1 teacher to support student growth.

Strategy's Expected Result/Impact: Percentage of students scoring meets or above will increase 6 percentage point.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Teacher

Problem Statements: Student Learning 2

Title I: 2.4, 2.5, 2.6

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Moderate Progress

March

May

Strategy 2

Vogel teachers will unpack TEKS, internalize lessons, create higher order questions, and use data to adjust instructional strategies.

Strategy's Expected Result/Impact: Percentage of students scoring meets or above will increase 6 percentage point.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Teacher

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Moderate Progress

March



Accomplished

May

Strategy 3

Ensure all students and teachers have access to research based instructional resources.

Strategy's Expected Result/Impact: Students scoring meets or higher on STAAR.

Problem Statements: Student Learning 2

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Moderate Progress

March



Accomplished

May

Strategy 4

Teachers will have time during conference and on data days to disaggregate data.

Strategy's Expected Result/Impact: Students scoring meets or higher on STAAR

Staff Responsible for Monitoring: Principal

A. Principal

Academic Dean

Teachers

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Moderate Progress

March

May

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Based on STAAR preliminary data it is estimated 40-50% of students are at risk of not passing STAAR at the meets level.

Tier 1 instruction is not at the rigor of grade level TEKS and data mastery trackers are not intentional.

Performance Objective 2 High Priority

Increase the percentage of students achieving Level 3 or higher in grades K - 2 on the ISIP Reading Assessment from 29% to 40% by August 2025.

Evaluation Data Source: End of Year ISIP

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Vogel will employ a Title 1 teacher to increase foundational literacy skills in K-2.

Strategy's Expected Result/Impact: Percentage of students showing growth from EOYA to BOYA will increase.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Teacher

Title I: 2.4, 2.5, 2.6

Formative Reviews



Strategy 2

Vogel will target foundational skills during SGRI lessons.

Strategy's Expected Result/Impact: Percentage of students scoring level 4 or 5 will increase.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Teacher

Title I: 2.4, 2.5, 2.6

Formative Reviews



Performance Objective 3 High Priority

Increase the percentage of SpEd students achieving meets grade level or above on Grade 4-5 STAAR Reading by 8 percentage points from 8% to 16% by August 2025.

Evaluation Data Source: Spring STAAR Scores

Strategy 1

Teachers will provide individualized instruction and regular progress monitoring based on student need.

Strategy's Expected Result/Impact: Growth on STAAR

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Sped teacher
teacher

Formative Reviews



Goal 2

Increase the percentage of third-grade students who score meets grade level or above on STAAR Mathematics from 36% to 52% by August 2027.

Performance Objective 1 High Priority HB3 Goal

Increase the percentage of students achieving meets grade level or above on Grade 3-5 STAAR Math by 12 percentage points from 37% to 49% by August 2025.

Evaluation Data Source: Spring STAAR scores

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Vogel Elementary will employ a Title 1 teacher to support growth for students.

Strategy's Expected Result/Impact: Student growth.

Staff Responsible for Monitoring: Principal
Associate Principal
Instructional Coach

Problem Statements: Student Learning 2

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Moderate Progress

March

May

Strategy 2

Vogel teachers will unpack TEKS, internalize lessons, create higher order questions, and use data to adjust instructional strategies.

Strategy's Expected Result/Impact: Maximized instructional time followed by growth

Staff Responsible for Monitoring: Principal
Associate Principal
Instructional Coach

Title I: 2.4, 2.5, 2.6

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Moderate Progress

March



Accomplished

May

Strategy 3

Ensure all students and teachers have access to research based instructional resources.

Strategy's Expected Result/Impact: Students scoring meets or higher on STAAR.

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Moderate Progress

March



Accomplished

May

Strategy 4

Teachers will have time during conference and on data days to disaggregate data.

Strategy's Expected Result/Impact: Students scoring meets or higher on STAAR.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Teachers

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Moderate Progress

March



Accomplished

May

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Based on STAAR preliminary data it is estimated 40-50% of students are at risk of not passing STAAR at the meets level.

Tier 1 instruction is not at the rigor of grade level TEKS and data mastery trackers are not intentional.

Performance Objective 2 High Priority

By the end of the 2025 school year, the percentage of students who perform on grade level in Istation

Math K-2 and second-grade Module test will be 50% or more.

Evaluation Data Source: End of year Imagine Math scores

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Vogel teachers will target specific TEKS during small group instruction based on student need.

Strategy's Expected Result/Impact: Student growth on ISIP Math.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach

Formative Reviews



Performance Objective 3 High Priority

Increase the percentage of SpEd students achieving meets grade level or above on Grade 4-5 STAAR Math by 8 percentage points from 8% to 16% by August 2025.

Evaluation Data Source: Spring STAAR Scores

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

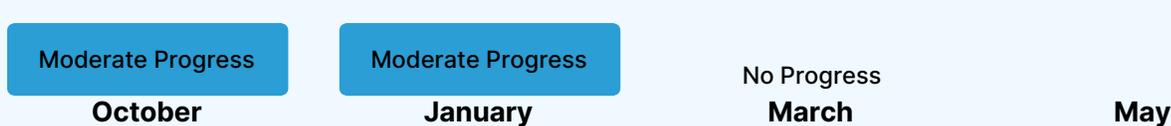
Teachers will provide individualized instruction and regular progress monitoring based on student need.

Strategy's Expected Result/Impact: Sped growth on STAAR

Staff Responsible for Monitoring: Principal
Assistant Principal
Teachers
Sped Interventionist

Title I: 2.4, 2.5, 2.6

Formative Reviews



Goal 3

Vogel ES will support awareness of the College, Career, and Military Readiness (CCMR) requirements by increasing the percentage of students who achieve meets grade level or above in all subjects from 36% to 48% by 2027.

Performance Objective 1

Vogel will increase the percentage of students who score meets grade level or above on the Science STAAR from 20% to 30%.

Evaluation Data Source: STAAR Science data

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Teachers will design and implement engaging tier 1 lessons and labs that are aligned to grade level science standards.

Strategy's Expected Result/Impact: Increase in student scores.

Staff Responsible for Monitoring: Principal
Associate Principal
Academic Dean

Formative Reviews



Goal 4 Vogel will improve student, parent, community, and staff satisfaction determined by The Gallup Poll.

Performance Objective 1

By May 2025, Vogel will offer a minimum of five non-academic community engagement opportunities and three academic opportunities for all stakeholders.

Evaluation Data Source: Sign in sheets, Gallup Poll

Summative Evaluation: Met Performance Objective

Strategy 1

Vogel will plan opportunities at different times of the day and promote them on multiple platforms.

Strategy's Expected Result/Impact: Well rounded engagement opportunities for parents and students to engage and to connect as a community.

Staff Responsible for Monitoring: Principal
Associate Principal
Counselor

Formative Reviews



Strategy 2

Vogel Elementary will promote literacy through the "One Book, Two Grade Levels" program. Students in grades K-1, 2-3 and 4-5 will be provided with various books to be read at school and home. Students will participate in activities to build a love of literacy.

Strategy's Expected Result/Impact: School family connection

Staff Responsible for Monitoring: Librarian
Teachers
Principal
A. Principal

Problem Statements: Perceptions 1

Funding Sources: 211 Title I Parental Involvement, \$1,200

Formative Reviews

No Progress
October

No Progress
January

Moderate Progress

March



Accomplished

May

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Parents are not as active in Academic nights as they are in Non Academic nights.

Academic nights are not as engaging for families because of the content provided.

Goal 5

Based on the school performance framework (QSA) campus tiering, Vogel will be a Tier 1 campus by August 2027.

Performance Objective 1

By Spring of 2025, Vogel will maintain or improve teacher turnover by 85%.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Provide team culture building activities throughout the year.

Strategy's Expected Result/Impact: Keep positivity at the forefront

Formative Reviews

Moderate Progress

October

January

Moderate Progress

March



Accomplished

May

Performance Objective 2

By the end of the 2024-2025 school year, Vogel will increase attendance from 94% to 95%.

Evaluation Data Source: End of year ADA report.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Vogel will celebrate and encourage attendance through various incentives.

Strategy's Expected Result/Impact: Students excited and rewarded about being at school everyday.

Staff Responsible for Monitoring: Principal

Assistant Principal

Attendance Clerk

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Moderate Progress

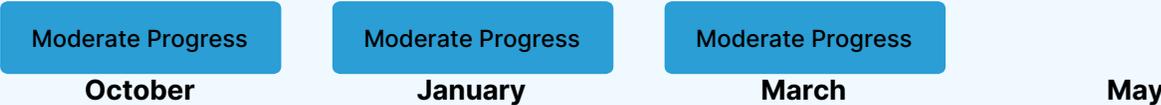
March

May

Strategy 2

Target students from the prior year using the excessive absence report and educate parents on the importance of being at school.

Formative Reviews



Seguin Independent School District



Weinert Elementary School

2024-2025 Formative Reviews

Board Approval Date:
October 29, 2024

Public Presentation Date:
October 29, 2024

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Goal 1

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 Mathematics from 28% to 52% by August 2027.

Evaluation Data Source: Goal setting

Formative assessments

Exit Tickets

Benchmarks

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Progress made towards this goal; waiting on STAAR results.

Strategy 1

Teachers will analyze assessment data during PLCs using the Data Analysis Protocol to drive their instruction and to reassess and reteach, if necessary.

Strategy's Expected Result/Impact: Targeted instruction, followed by student growth.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Classroom Teachers

Title I: 2.4, 2.5

TEA Priorities: Improve low-performing schools

Formative Reviews



Strategy 2

During PLCs, teachers will develop, rehearse and internalize effective lessons that are aligned to grade level standards.

Strategy's Expected Result/Impact: Maximized instructional time, followed by student growth.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Classroom Teachers

Title I: 2.4, 2.5, 2.6

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

Formative Reviews



Strategy 3

The Instructional Coach will support teachers in the overall achievement of students at Weinert Elementary.

Strategy's Expected Result/Impact: The IC will create systems for supporting teachers through PLCs, modeling and co-teaching. Additionally, the IC will provide walkthroughs and feedback to support growth in teachers.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach

Title I: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

Formative Reviews



Strategy 4

Weinert Elementary will increase writing performance in grades K-5 by sharing and deconstructing written artifacts from students.

Strategy's Expected Result/Impact: Increased writing performance across all grade levels, leading to an increase in reading performance.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Classroom Teachers

Title I: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

Formative Reviews



Performance Objective 2

Increase the percentage of fourth-grade students who score meets grade level or above on STAAR Reading from 28% to 33% by August 2025.

Evaluation Data Source: Goal setting
Formative assessments
Exit Tickets
Benchmarks

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Progress was made towards this goal; waiting on STAAR results.

Strategy 1

Teachers will analyze assessment data during PLCs using the Data Analysis Protocol to drive their instruction and to reassess and reteach, if necessary.

Strategy's Expected Result/Impact: Targeted instruction followed by student growth.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Teachers

Problem Statements: Student Learning 3, 5

Title I: 2.4, 2.5, 2.6

Formative Reviews



Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<p>3 Weinert Elementary has an increasing need for purposeful teaching/practicing of appropriate social skills for all students.</p>	<p>Many students that attend Weinert Elementary do not have the necessary social skills to interact with peers or deal with conflict in an appropriate manner, across varied settings.</p>
<p>5 Students at Weinert Elementary have academic and social/emotional needs that must be attended to before optimum learning can take place.</p>	<p>Students have academic and SEL needs that inhibit learning on a daily basis.</p>

Performance Objective 3

Increase the percentage of fifth-grade students who score meets grade level or above on STAAR Reading from 48% to 53% by August 2025.

Evaluation Data Source: Goal Setting
Formative assessments
Exit Tickets
Benchmarks

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Progress was made towards this goal; waiting on STAAR results.

Strategy 1

Teachers will analyze assessment data during PLCs using the Data Analysis Protocol to drive their instruction and to reassess and reteach, if necessary.

Strategy's Expected Result/Impact: Targeted instruction followed by student growth.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Teachers

Title I: 2.4, 2.5, 2.6

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

Formative Reviews



Performance Objective 4

Increase the percentage of students in grades K-2 who score meets grade level or above on ISIP testing from 53% to 58% by August 2025.

Evaluation Data Source: Monthly ISIP data

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Teachers will review ISIP data monthly during PLCs, monitor student growth and work with students to monitor their own growth.

Strategy's Expected Result/Impact: Increased student performance in reading in grades K-2.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Classroom Teachers

Title I: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March

 Accomplished

May

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 students in third grade who score meets grade level or above on STAAR Math from 30% to 35% by August 2025.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: We have made progress towards this goal; however, we are waiting on STAAR data.

Strategy 1

Teachers will analyze assessment data during PLCs using the Data Analysis Protocol to drive their instruction and to reassess and reteach, if necessary.

Strategy's Expected Result/Impact: Increased student performance and student growth.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach

Title I: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

Formative Reviews



Strategy 2

The Instructional Coach will support teachers in overall achievement of students at Weinert Elementary.

Strategy's Expected Result/Impact: The IC will create systems for supporting teachers through PLC, modeling and co-teaching. The IC will conduct walkthroughs and provide feedback to support growth in teachers.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach

Title I: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Accomplished

May

Strategy 3

Teachers will be provided additional planning time and support to internalize lessons and create engaging station activities that are aligned with campus goals.

Strategy's Expected Result/Impact: Increased student growth and targeted instruction.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach

Title I: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March



Accomplished

May

Strategy 4

Teachers will disaggregate data after each module assessment to review, reassess and re-teach, if necessary. All campus stakeholders will focus on targeted instruction for intervention and small group.

Strategy's Expected Result/Impact: Create effective groups, based on student needs to grow students.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers

Title I: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Accomplished

May

Performance Objective 2

Increase the percentage of students in fourth grade who meets grade level or above on STAAR Math from 23% to 28% by August 2025.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Progress has been made towards this goal; however, we are waiting on STAAR data.

Strategy 1

Teachers will analyze assessment data during PLCs using the Data Analysis Protocol to drive their instruction and to reassess and reteach, if necessary.

Strategy's Expected Result/Impact: Increased student performance and student growth.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers

Problem Statements: Student Learning 3, 5

Title I: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

Formative Reviews



Strategy 2

The Instructional Coach will support teachers in overall achievement of students at Weinert Elementary.

Strategy's Expected Result/Impact: The IC will create systems for supporting teachers through PLC, modeling and co-teaching. The IC will conduct walkthroughs and provide feedback to support growth in teachers.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach

Title I: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

Formative Reviews



Strategy 3

Teachers will be provided additional planning time and support to internalize lessons and create engaging station activities that are aligned with campus goals.

Strategy's Expected Result/Impact: Increased student growth and targeted instruction.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers

Title I: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Strategy 4

Teachers will disaggregate data after each module assessment to review, reassess and re-teach, if necessary. All campus stakeholders will focus on targeted instruction for intervention and small group.

Strategy's Expected Result/Impact: Create effective groups, based on student needs to grow students.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers

Title I: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
3 Weinert Elementary has an increasing need for purposeful teaching/practicing of appropriate social skills for all students.	Many students that attend Weinert Elementary do not have the necessary social skills to interact with peers or deal with conflict in an appropriate manner, across varied settings.
5 Students at Weinert Elementary have academic and social/emotional needs that must be attended to before optimum learning can take place.	Students have academic and SEL needs that inhibit learning on a daily basis.

Performance Objective 3

Increase the percentage of students in fifth grade who meets grade level or above on STAAR Math from 27% to 32%.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: We have made progress towards this goal, based on Interim data. We are waiting on STAAR scores.

Strategy 1

Teachers will analyze assessment data during PLCs using the Data Analysis Protocol to drive their instruction and to reassess and reteach, if necessary.

Strategy's Expected Result/Impact: Increased student performance and growth.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers

Title I: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

Formative Reviews



Strategy 2

The Instructional Coach will support teachers in overall achievement of students at Weinert Elementary.

Strategy's Expected Result/Impact: The IC will create systems for supporting teachers through PLC, modeling and co-teaching. The IC will conduct walkthroughs and provide feedback to support growth in teachers.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach

Title I: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

Formative Reviews



Strategy 3

Teachers will be provided additional planning time and support to internalize lesson plans and create engaging station activities that are aligned with campus goals.

Strategy's Expected Result/Impact: Increased student growth and targeted instruction.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach

Title I: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Strategy 4

Teachers will disaggregate data after each module assessment to review, reassess and reteach, if necessary. All campus stakeholders will focus on targeted instruction for intervention and small group.

Strategy's Expected Result/Impact: Create effective groups, based on student needs to grow students.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers

Title I: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Goal 3

Weinert Elementary will increase the percentage of fifth-grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) from 25% to 30%.

Performance Objective 1

Weinert Elementary will increase the percentage of fifth-grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Science from 25% to 30%.

Evaluation Data Source: Unit assessment data

Daily grades

Benchmark data

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Progress made; however, we are waiting on STAAR results.

Strategy 1

Teachers will design and implement engaging Tier 1 lessons and labs that are aligned to grade level science standards.

Strategy's Expected Result/Impact: Increase in student scores.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach

Title I: 2.4, 2.5, 2.6

TEA Priorities: Connect high school to career and college

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March



Accomplished

May

Strategy 2

Weinert Elementary will create college and university awareness by promoting college shirt day, sharing college/university information once a week during announcements, and sharing where our teachers attended college.

Strategy's Expected Result/Impact: This will make students aware of the different opportunities for continued education.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers

TEA Priorities: Connect high school to career and college

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March



Accomplished

May

Goal 4 Weinert Elementary will improve student, parent, community, and staff satisfaction as determined by the Gallup Poll.

Performance Objective 1

By August 2025, Weinert Elementary will offer a minimum of five non-academic community engagement activities for all stakeholders.

Evaluation Data Source: Sign-In Sheets, Gallup Poll

Summative Evaluation: Met Performance Objective

Strategy 1

Weinert will increase opportunities for parent and family engagement activities, such as, Grandparents Day luncheon, Fine Arts performances, Thanksgiving Day luncheon, Veterans Day, Jingle Bell Run, and Fall Carnival.

Strategy's Expected Result/Impact: Offer well-rounded engagement opportunities for parents, families and students to engage and connect as a community.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

Title I: 4.2

Formative Reviews



Performance Objective 2

By the end of the 2024-2025 school year, Weinert Elementary will implement student experiences that honor While Child Learning.

Summative Evaluation: Met Performance Objective

Strategy 1

Weinert students will be provided Intervention and Enrichment during ACE.

Strategy's Expected Result/Impact: Develop the whole child and increase academic and social emotional growth.

Staff Responsible for Monitoring: Principal, Assistant Principal, ACE Site Coordinator

Title I: 2.4, 2.5, 2.6

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Accomplished

May

Goal 5

Based on school performance framework (QSA) campus tiering, Weinert Elementary will be a Tier 1 or Tier 2 campus by August 2025.

Performance Objective 1

Weinert Elementary will increase EOY attendance from 93.21% to 94% by June 2025.

Evaluation Data Source: Daily attendance rates
Attendance committee meetings
Student attendance trackers and goal setting
ADA Report

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Weinert Elementary will work with CIS to create attendance incentives for classrooms and individual students.

Strategy's Expected Result/Impact: Increased student attendance, increased student achievement.

Staff Responsible for Monitoring: Principal, Assistant Principal, CIS, Attendance Clerk

Title I: 2.4, 2.5

Formative Reviews



Strategy 2

Monthly attendance meetings in which the assistant principal and CIS work together to create attendance monitoring groups.

Strategy's Expected Result/Impact: Increased student attendance, increased student achievement.

Staff Responsible for Monitoring: Principal, Assistant Principal, CIS, Attendance Clerk

Title I: 2.4, 2.5, 2.6

Formative Reviews



Performance Objective 2

By August 2025, Weinert Elementary will have increased student performance to become a Tier 1 or Tier 2 school.

Evaluation Data Source: QSA framework, module assessment data, benchmark data, STAAR data

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Weinert Elementary continues to make progress toward this goal.

Strategy 1

Ensure students who receive special education services receive targeted instruction and support and timely interventions.

Strategy's Expected Result/Impact: Growth in students who receive special education services.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Special Education Interventionist, Teachers

Title I: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March



Accomplished

May

Strategy 2

The campus utilizes ESSA funds to support increased academic achievement with supplemental supplies, materials, and professional development to enhance teacher effectiveness.

Strategy's Expected Result/Impact: Increased academic scores.

Problem Statements: Student Learning 3

Funding Sources: 211 Title I, Part 1,

Formative Reviews

No Progress

October

No Progress

January

No Progress

March

May

Strategy 3

Utilize Title I funds to hire supplemental instructional staff (e.g., interventionists, academic tutors, instructional aides) to provide targeted, small-group instruction and academic interventions.. Staff will work closely with classroom teachers to support Tier II and Tier III students based on benchmark and progress monitoring data.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 3

Funding Sources: 211 Title I, Part 1, \$134,000

Formative Reviews

No Progress
October

No Progress
January

No Progress
March

May

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

3

Weinert Elementary has an increasing need for purposeful teaching/practicing of appropriate social skills for all students.

Many students that attend Weinert Elementary do not have the necessary social skills to interact with peers or deal with conflict in an appropriate manner, across varied settings.

Performance Objective 3

By August 2025, Weinert Elementary will increase staff retention from 81% to 85%.

Evaluation Data Source: Gallup Poll results
Staff satisfaction surveys
EOY retention rate

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Weinert Elementary will create a positive campus culture by providing team building activities throughout the year.

Strategy's Expected Result/Impact: Positive work environment

Staff Responsible for Monitoring: None

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March

 Continue/Modify

May

Performance Objective 4

By August 2025, Weinert Elementary will decrease its ISS and OSS rates by 2%.

Evaluation Data Source: Discipline reports

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: ISS rates increased; however, OSS rates decreased from 2.91%.

Strategy 1

Weinert Elementary will decrease ISS rates from 4.84% to 2.5% and OSS rates from 2.91% to less than 1%.

Strategy's Expected Result/Impact: Increased instructional opportunities and increased student achievement.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers

Title I: 2.4, 2.5, 2.6

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March

 Continue/Modify

May