

Houston Independent School District
373 Seguin Elementary School
2021-2022 Campus Improvement Plan



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Comprehensive Needs Assessment

Needs Assessment Overview

This goal is for Juan Seguin Elementary School is to get out of Improvement Required. Our aim is to reach an overall rating of a C or better. There must be improvement in the our "Meets Grade Level" category. We will continue to target Domains I, II and III and focus on student growth. We will prioritize effective first instruction as well as ensuring that our teachers are providing high quality pre-planned structured interventions. We will continue to provide our teachers with excellent quality professional development . Together as a team, our leadership team, Teacher Development Specialists, school interventionists, tutors, and DDIS will provide coaching and resources to create professional development and rigorous lessons lessons that are driven by data.

Demographics

Demographics Summary

Seguin's community of students is represented by the following: 55.5% English Language Learners, 62.8 % At-risk, 2.9% GT and 9% Special Ed. We have approximately 60 staff on campus that includes the following: Principal, Assistant Principal, Teacher Specialist, Classroom Teachers, and Para Professionals.

Seguin is a part of the Houston Independent School District. HISD is the largest public school system in Texas, and the eighth-largest in the United States. Houston ISD serves as a community school district for most of the city of Houston and several nearby and insular municipalities in addition to some unincorporated areas.

Seguin is in the Southeast side of Houston, Texas. The area is composed of a small family community where parents are involved in their children's education.

Demographics Strengths

Our school is in close proximity to the University of Houston, Houston Community College, multiple libraries, the zoo, the museum district, and many culturally-rich venues.

Language and resources support systems are in place to support our students, parents, and community.

Seguin teachers, the wraparound specialist, our nurse, and our counselor are trained in conducting wellness checks, submitting SAFs, and ensuring the well-being of our students.

The performance of our EL students superceded that of All students in ELA/Reading with approximately 56% of our students at the approaches level, 28% at the meets level, and 11% at the masters level on the 2021 STAAR.

The performance of our EL students superceded that of ALL students in Math with approximately 57% of our students at the approaches level, 36% at the meets level, and 16% at the masters level on the 2021 STAAR.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): Seguin Elementary will track and monitor the subpopulations consistently at the campus level. **Root Cause:** We currently have unidentified Special Education students, G/T students, Dyslexia Students, At-Risk Students, and Economically Disadvantaged Students. These students don't receive the services they need . We need need to do a better job of tracking our students.

Student Learning

Student Learning Summary

The table below gives a high-level overview of campus performance by grade level/subject area using STAAR performance data.

Seguin ES Snapshot and STAAR Scores 2021 -				
SNAPSHOT 1	Does Not Meet	Approaches	Meets	Masters
1st Grade Reading	40%	60%	50%	10%
1st Grade Reading Spanish	18%	82%	61%	50%
2nd Grade LAR	50%	50%	28%	11%
2nd Grade Reading Spanish	19%	82%	49%	30%
3rd Grade Reading	58%	42%	26%	5%
3rd Grade Reading Spanish	33%	66%	33%	20%
Grade 4 Reading	52%	49%	17%	6%
Grade 5 Reading	47%	53%	22%	14%
1st Grade Math	22%	78%	33%	11%
1st Grade Math Spanish	11%	89%	71%	42%
2nd Grade Math	63%	37%	16%	17%
2nd Grade Math Spanish	26%	74%	37%	32%
3rd Grade Math	43%	57%	22%	16%
3rd Grade Math Spanish	69%	31%	6%	0
4th Grade Math	75%	25%	16%	3%

Seguin ES Snapshot and STAAR Scores 2021 -

5th Grade Math	66%	34%	15%	6%
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SNAPSHOT 2

1ST Grade Reading	6%	94%	56%	56%
1st Grade Reading Spanish	11%	89%	50%	25%
2nd Grade Reading	38%	62%	15%	8%
2nd Grade Reading Spanish	81%	19%	17%	0
1st Grade Math	6%	94%	81%	69%
1st Grade Math Spanish	11%	89%	78%	67%
2nd Grade Math	75%	25%	17%	8%
1st Grade Writing P1	16%	84%	68%	53%
1st Grade Writing P2	70%	30%	20%	15%
1st Grade Writing Spanish P1	53%	47%	35%	29%
2nd Grade Writing P1	67%	33%	17%	8%
2nd Grade Writing P2	18%	82%	55%	0
2nd Grade Writing Spanish P1	65%	35%	6%	6%
2nd Grade Writing Spanish P2	26%	74%	5%	0%

STAAR Scores

3rd gr. Reading - 39 students	44%	56%	21%	5%
3rd gr. Reading Spanish 12 students	58%	42%	8%	0%
3rd gr. Combined	47%	53%	18%	4%

Seguin ES Snapshot and STAAR Scores 2021 -

3rd gr. Math English - 38 students	42%	58%	32%	26%
3rd gr. Math Spanish - 14 students	43%	57%	14%	0%
3rd gr. Combined	42%	58%	27%	23%
4th gr. Reading - 67 students	48%	52%	16%	6%
4th gr. Math - 67 students	57%	43%	22%	12%
4th gr. Writing - 66 students	59%	41%	18%	5%
5th gr. Reading - 69 students	54%	46%	23%	13%
5th gr. Math - 69 students	45%	55%	35%	23%
5th gr. Science - 68 students	56%	44%	24%	10%

Student Learning Strengths

On the Reading STAAR in grades 3-5, our scores remained almost the same in all areas despite the fact that many of our students did not attend school in person for the majority of the school year. In 2021 our Approaches level was 51%, in 2019, it was 53%. In both 2021 and 2019 our meets level was both 22%. In both 2021 and 2019 our master's level was both 8%.

Despite the fact that many of our students attended classes virtually, our scores in math in grades 3-5 were higher than the district's average. Though we did experience a slight drop, it wasn't a significant one.

Our writing STAAR scores actually increased from the 18-19 school year. They rose from 39% to 42%.

Many of our students that would have scored high on STAAR did not take the test.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): Seguin Elementary will focus heavily on the delivery of effective first instruction. Classroom teachers will continue to receive professional

development centered around the implementation of high-quality first instruction. **Root Cause:** Seguin Elementary has a need for continuous improvement through weekly grade and subject level planning.

Problem of Practice 2 (Prioritized): Seguin Elementary will continue to focus heavily on the needed growth in 3rd, 4th and 5th Grade reading and math. Classroom teachers will be coached on how to provide effective first instruction, building strong intervention and enrichment practices to ensure an optimal learning environment for students among all grade levels. **Root Cause:** There is a need for growth in the areas of grade and subject level planning at Seguin Elementary. Strategies are needed for test taking , planning interventions, and enrichment based on data

School Processes & Programs

School Processes & Programs Summary

The students at Seguin ES have an opportunity to participate in the following after school clubs: 21Century Robotics, Coding, Cheer, Soccer, Track, Name that Book, and Eco-Club. Seguin Elementary School offers the following special education classes :Structured Learning Class (SLC) and Preschoolers Achieving Life Skills (PALS).

In addition to these programs, we provide support to all our scholars. Students at-risk, considered in urgent intervention receive additional intervention opportunities in the form of pull-outs, after school tutorials, dyslexia pull-outs, Academic Boot Camps, and summer school.

Our students receive instruction in technology and have access to Imagine Math, Imagine Literacy, and lessons in the HUB. The classrooms have been outfitted with Cleverboards and have the most up-to-date technology. Additionally, students interact with lessons on HMH, Nearpod, Renaissance 360, Reading A to Z and other Clever Apps.

Teachers and staff members receive continuous professional development through PLCs. During these trainings, teachers have the opportunity to analyze and track student data, plan for instruction, have opportunities for AT-Bats, and plan vertically and horizontally.

Just as well as we train our teachers, our instructional leaders receive continuous training. They attend district PD and there are weekly leadership team meetings that focus on building their capacity and preparing them for roles as future principals.

School Processes & Programs Strengths

There are multiple programs from various student interest for students to choose from.

We have now been selected to be a part of the Century 21 Program. We are looking forward to bringing after school programs to our school.

Our Wraparound Specialist provides our families with basic needs, support, and community resources. We have formed partnerships with the Faulk Foundation and Fair Deal Auto Sales.

We have added a Theater Arts position this school year and are going to be participating in several One Act plays and other productions.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): Seguin Elementary will focus heavily on the needed progress in reading across the grade levels. Classroom teachers will continue to receive continuous feedback and training centered around first instruction and intervention to ensure an optimal learning environment for all students. **Root Cause:** Seguin ES has a need for continuous improvement and development through weekly grade and subject level planning using multiple sources of data and carefully planned interventions.

Problem of Practice 2 (Prioritized): The programs only serve a small percentage of the community. **Root Cause:** More funding is needed, ESSER funds should help alleviate serving only a small percentage of our community.

Perceptions

Perceptions Summary

Juan Seguin Elementary is an improvement required (IR) campus. In the 2018-2019 school year, the school was rated an F in Domain I, Domain 2 Parts A and B and a D in Domain 3. The data from the 5 years prior to the 2018-2019 kept declining from year to year.

Leadership was changed in the year 2019-2020. New systems and procedures were introduced. The emphasis was shifted to ensure that data was being collected, tracked, and analyzed in addition to ensuring that PLCs focused on teacher development.

Teachers receive support in the form of resources and tools provided by the leadership team, Teacher Development Specialists, and Data Driven Instructional Specialists. Because we are a part of Achieve 180, our teachers also received extended opportunities for professional development on selected Wednesdays while participating in weekly PLCs. A new reading interventionist has also been added to our professional staff members.

Students receive intervention in the form of pull-outs, after school tutorials, Summer School, and Academic Boots. They also receive classroom guidance lessons.

We communicate with parents frequently via Class Dojo, notes sent home, progress reports, report cards, the school website, and call outs. We also host Title I Meetings, Pan Dulce with the Principal, Meet the Teacher, Open House, Family Math Nights, Family Literacy Nights, and musical/theater performances.

Seguin Elementary has achieved a Platinum rating as a Family Friendly school for two years in a row. There is a positive campus culture that is built on community and customer service.

Perceptions Strengths

Seguin is a proud Platinum awarded school for the campus for being Family Friendly. Students and families that are actively involved in the school feel valued. We continuously seek to involve the parents and community.

We are active on social media, mainly Twitter and Facebook.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1 (Prioritized): Seguin Elementary will focus on improving the knowledge base for parenting life-long learners. **Root Cause:** The lack of parental awareness of the importance of attendance, understanding real world math, and foundational reading skills that are necessary to build life-long learners.

Priority Problems of Practice

Problem of Practice 3: Seguin Elementary will track and monitor the subpopulations consistently at the campus level.

Root Cause 3: We currently have unidentified Special Education students, G/T students, Dyslexia Students, At-Risk Students, and Economically Disadvantaged Students. These students don't receive the services they need . We need need to do a better job of tracking our students.

Problem of Practice 3 Areas: Demographics

Problem of Practice 2: Seguin Elementary will focus heavily on the delivery of effective first instruction. Classroom teachers will continue to receive professional development centered around the implementation of high-quality first instruction.

Root Cause 2: Seguin Elementary has a need for continuous improvement through weekly grade and subject level planning.

Problem of Practice 2 Areas: Student Learning

Problem of Practice 4: Seguin Elementary will focus heavily on the needed progress in reading across the grade levels. Classroom teachers will continue to receive continuous feedback and training centered around first instruction and intervention to ensure an optimal learning environment for all students.

Root Cause 4: Seguin ES has a need for continuous improvement and development through weekly grade and subject level planning using multiple sources of data and carefully planned interventions.

Problem of Practice 4 Areas: School Processes & Programs

Problem of Practice 5: Seguin Elementary will focus on improving the knowledge base for parenting life-long learners.

Root Cause 5: The lack of parental awareness of the importance of attendance, understanding real world math, and foundational reading skills that are necessary to build life-long learners.

Problem of Practice 5 Areas: Perceptions

Problem of Practice 1: Seguin Elementary will continue to focus heavily on the needed growth in 3rd, 4th and 5th Grade reading and math. Classroom teachers will be coached on how to provide effective first instruction, building strong intervention and enrichment practices to ensure an optimal learning environment for students among all grade levels.

Root Cause 1: There is a need for growth in the areas of grade and subject level planning at Seguin Elementary. Strategies are needed for test taking , planning interventions, and enrichment based on data

Problem of Practice 1 Areas: Student Learning

Problem of Practice 6: The programs only serve a small percentage of the community.

Root Cause 6: More funding is needed, ESSER funds should help alleviate serving only a small percentage of our community.

Problem of Practice 6 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8

- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Board Goals

Board Goal 1: ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

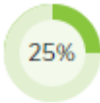
Goal 1: ELAR - The percentage of 3rd grade students performing at or above grade level in reading as measured the Meets Grade Level Standard on STAAR will increase from 25% to 27% in Spring of 2022.





Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: By the end of the 2021-2022 school year the percentage of students meeting the "Approaches Level" on the STAAR Reading 2018-2019 test will increase from the 53% to 70%, "Meets Level" will increase from 23% to 33%, and Masters from 9% to 19% as measured by STAAR.

Evaluation Data Sources: Mock STAAR, TELPAS, BRR Running Records, District Pre-Approved Assessments

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: By the end of 2021-2022 school year, we will raise reading performance on STAAR reading assessment so the percentage of students performing at the approaches level on STAAR will increase from 53% to 70%, the percentage of students performing at the meets level will increase from 22% to 32% and the percent of students performing at the masters level will increase from 8% to 18% based on the 2018-2019 scores. Strategy's Expected Result/Impact: By the end of the 2021-2022 school year, grades 3-5 will see increases in the percent of students that achieve the approaches level from 53% to 70% They will rise form from 22% to 32% at the meets level, and from 8% to 18% at the masters level based on the 2018-2019 scores. . Staff Responsible for Monitoring: Administration, Teachers, Reading Interventionist Action Steps: 1. Targeted professional development on A4E, OnTrack, and HUB 2. Data reports/conferences with teachers, PLCs 3. Provide Snapshot blueprints to teachers in advance to ensure teachers review and keep pace with the blueprints 4. Train teachers on how to populate, manipulate, and filter their data to ensure they can review and analyze it. 5. Provide teachers with standardized data trackers/binders and ensure teachers are correctly and consistently updating the trackers. 6. Teachers will identify students who are not showing growth or are digressing and target them for interventions 7. Targeted professional development 8. Accelerated learning plans and accelerated learning opportunities for students that are struggling 9. Individual data conferences with teachers 10. Provide teachers with a snapshot data analysis template 11. Provide Accelerated Learning Instruction as necessary 12. Provide tutorial services from approved vendor Title I Schoolwide Elements: 2.4, 2.5, 2.6		Formative			Summative
		Nov	Jan	Mar	June
					

 No Progress
 Accomplished
 Continue/Modify
 Discontinue






Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 1: Seguin Elementary will focus heavily on the delivery of effective first instruction. Classroom teachers will continue to receive professional development centered around the implementation of high-quality first instruction. Root Cause: Seguin Elementary has a need for continuous improvement through weekly grade and subject level planning.

Measurable Objective 2: By the end of the 2021-2022 school year, 90% of students in grades 1 and 2 will pass the High Frequency Word Assessment.

Evaluation Data Sources: HFW Assessments






HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: By the end of the 2021-2022 school year, 90% of students in grades 1 and 2 will pass the High Frequency Word Assessment. Strategy's Expected Result/Impact: We will see 90% of the students passing their HFW assessments. Staff Responsible for Monitoring: Teachers, staff, administration Action Steps: 1. Targeted professional development on A4E, OnTrack, and HUB, HFW Teaching Strategies 2. Data reports/conferences with teachers, PLCs 3. Provide Teachers with HFW word lists 4. Provide teachers with standardized data trackers/binders and ensure teachers are correctly and consistently updating the trackers. 5. Provide teachers with training for creating centers for HFW word instruction 6. Teachers will identify students who are not showing growth or are digressing and target them for interventions 7. Targeted professional development 8. Individual data conferences with teachers				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: Data on Snapshots will reflect approaches to 70%, meets to 40%, and masters to 30%.

Evaluation Data Sources: Mock STAAR, Running Records, District Pre-Approved Assessments. TELPAS

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implementation of effective first instruction strategies. Staff Responsible for Monitoring: Administrators Teachers Action Steps: 1. Implement HMH curriculum with fidelity. 2. Participate in PLCs to learn more about effective strategies. 3. Integrate Really Great Reading component in language arts classroom. 4. Use lead4ward and planning guides to plan effective lessons, 5. Use Exit Tickets to track student data. 6. Provide targeted, small group interventions. 7. Provide Accelerated Instruction as necessary.				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 2: MATH The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.


Goal 1: By the end of the 2021-2022 school year, the percent of 3-5th grade students performing at the approaches level on STAAR will increase from 60% to 70% , the percent of students performing at the meets level standard on the STAAR math test will increase from 33% to 40%and the percent of students performing at the masters level with increase from 17% to 25%.





Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Measurable Objective 1: By the end of the 2021-2022 school year, the percent of 3-5th grade students performing at the approaches level on STAAR will increase from 60% to 70%, the percent of students performing at the meets level standard on the STAAR math test will increase from 33% to 40%and the percent of students performing at the masters level with increase from 17% to 25%.

Evaluation Data Sources: Mock STAAR, District Pre-Approved Assessments, Imagine Math, District Benchmark Assessments

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Teachers will provide rigorous and highly effective Tier I instruction. Strategy's Expected Result/Impact: Third through fifth grade students performing at the approaches level on STAAR will increase from 60% to 70%, the percent of students performing at the meets level standard on the STAAR math test will increase from 33% to 40% and the percent of students performing at the masters level with increase from 17% to 25%. by the end of the 2021-2022 school year as compared to the 2018-2019 school year. Staff Responsible for Monitoring: Administration/Teachers, Teacher Specialist, TDS, Team Leaders Action Steps: 1. Targeted professional development on A4E, OnTrack, and HUB 2. Data reports/conferences with teachers, PLCs 3. Provide Snapshot blueprints to teachers in advance to ensure teachers review and keep pace with the blueprints 4. Train teachers on how to populate, manipulate, and filter their data to ensure they can review and analyze it. 5. Provide teachers with standardized data trackers/binders and ensure teachers are correctly and consistently updating the trackers. 6. Teachers will identify students who are not showing growth or are digressing and target them for interventions during and after school 7. Targeted professional development 8. Accelerated learning plans and accelerated learning opportunities for students that are struggling 9. Conduct frequent coaching, observation, and walkthroughs, to ensure effective first instruction 10. Utilize math manipulatives 11. Target professional development focused on research based Math Instructional Strategies and Small Group Instruction 12. Utilize Math Problem Solving Journals 13. Ensure Math Instructional Strategies being used are research based 14. Ensure small group instruction is taking place effectively 15. Provide tutorial services from approved vendor Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: Materials/Supplies as needed - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$10,000		Formative			Summative
		Nov	Jan	Mar	June
					

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Measurable Objective 1 Problems of Practice:


Student Learning
Problem of Practice 2: Seguin Elementary will continue to focus heavily on the needed growth in 3rd, 4th and 5th Grade reading and math. Classroom teachers will be coached on how to provide effective first instruction, building strong intervention and enrichment practices to ensure an optimal learning environment for students among all grade levels. Root Cause: There is a need for growth in the areas of grade and subject level planning at Seguin Elementary. Strategies are needed for test taking , planning interventions, and enrichment based on data

Measurable Objective 2: By the end of the 2021-2022 school year, at least 50% of students will master patterns and number naming before the beginning of

the year Circle Assessment . For the middle of the year, we will be at 65%, and at 80% for the end of the school year.

Evaluation Data Sources: Circle Assessment






HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Teachers in PreK will provide effective first instruction and targeted small group instruction and intervention. Strategy's Expected Result/Impact: By the end of the 2020-2021 school year, a least 80% of the students will master patterns and number naming on the Circle Assessment. Staff Responsible for Monitoring: Teachers, Admin. Action Steps: 1. Targeted professional development number naming and pattern 2. Model lessons from Developing Number Concepts 3. Data reports/conferences with teachers, PLCs 4. Train teachers on how to populate, manipulate, and filter their data to ensure they can review and analyze it. 5. Provide teachers with standardized data trackers/binders and ensure teachers are correctly and consistently updating the trackers. 6. Teachers will identify students who are not showing growth or are digressing and target them for interventions during and after school 7. Conduct frequent coaching, observation, and walkthroughs, to ensure effective first instruction 8.. Utilize math manipulatives 9. Target professional development focused on research based Math Instructional Strategies and Small Group Instruction 10. Ensure small group instruction is taking place effectively	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div><div><div><div></div></div></div><div>0%</div><div>No Progress</div></div><div><div><div><div></div></div></div><div>100%</div><div>Accomplished</div></div><div><div><div><div></div></div></div><div></div><div>Continue/Modify</div></div><div><div><div><div></div></div></div><div></div><div>Discontinue</div></div></div>				

Measurable Objective 3: By the end of 2021-2022, 80% of students in Tier II and Tier III in grades kinder through third will grow at least 1-year worth of numeracy proficiency as reflected on the Universal Screener.

Evaluation Data Sources: Renaissance 360

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will provide rigorous and highly effective Tier I instruction and targeted small group instruction and intervention.</p> <p>Strategy's Expected Result/Impact: At least 80% students in grades kinder through third will grow at least one year as reflected on the Universal Screener.</p> <p>Staff Responsible for Monitoring: Teachers, admin.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Targeted professional development in number talks 2. Model lessons from Number Talks Book 3. Data reports/conferences with teachers, PLCs 4. Train teachers on how to populate, manipulate, and filter their data to ensure they can review and analyze it. 5. Provide teachers with standardized data trackers/binders and ensure teachers are correctly and consistently updating the trackers. 6. Teachers will identify students who are not showing growth or are digressing and target them for interventions during and after school 7. Conduct frequent coaching, observation, and walkthroughs, to ensure effective first instruction 8. Utilize math manipulatives 9. Target professional development focused on research based Math Instructional Strategies and Small Group Instruction 11. Ensure small group instruction is taking place effectively 12. Ensure teachers are integrating literacy into the math lessons 13. Teachers will establish numeracy work stations (counting, sorting, skip counting, etc) <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

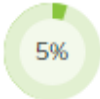




Goal 1: SCHOOL PROGRESS By the end of the 2021-2022 school year we will increase our identified G/T students to a minimum of 10%. By the end of the 2021-2022 school year, we will increase the yearly progress of our ELL population of TELPAS by 10% in Grades 2 through 5.

Strategic Priorities: Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: By the end of the 2021-2022 school year, the percentage of identified K-4 G/T students will increase to a minimum of 10% based on the district pre-approved assessment data results.

Evaluation Data Sources: Benchmark Running Records, End-of-year assessment data, STAAR Data, TELPAS Data, REN 360 Reading Math, Imagine Math and Imagine Literacy, High Frequency Word Evaluation, District Snapshots, DLA Assessments
CogAT Assessment
Iowa/Logramos Assessments
Snapshot Assessments
STAAR Performance Reports

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Identify potential G/T students in 4th grade that scored at advanced level performance on STAAR Reading and Math assessments Identify potential G/T students in grades 1-3 that scored 90 or above as an average on District Snapshots in Reading and Math. All students in Kinder and 5th grade will be administered the Universal G/T test Circle Assessment for PK will be administered Strategy's Expected Result/Impact: Identified K-4 G/T students will increase to a minimum of 10%. The yearly identification of ELL population on TELPAS will increase by 10% in Grades 2 through 5. Staff Responsible for Monitoring: GT Coordinator - Hilda Alvarado, Teachers and Principal, Teachers, Administrators and Sheltered Instruction Coach - Judy Guerra Action Steps: 1. Teacher will take the training required by Gifted and Talented to identify students for testing 2. Teachers will identify students and submit to GT Coordinator 3. All new teachers will complete required 30 hours G/T training 4. All returning teachers will complete 6 hour G/T update 5. Teachers will be trained using Structured Instructional strategies through a school-wide book study, "Classroom Instruction that Works for ELLs". Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Targeted Support Strategy - Results Driven Accountability Funding Sources: Materials/Supplies as needed - 1991010006 - General Fund - Bilingual - 6300 - Supplies and Materials - \$2,500		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue






Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: Seguin Elementary will track and monitor the subpopulations consistently at the campus level. Root Cause: We currently have unidentified Special Education students, G/T students, Dyslexia Students, At-Risk Students, and Economically Disadvantaged Students. These students don't receive the services they need . We need need to do a better job of tracking our students.

Measurable Objective 2: By the end of the 2021-2022 school year, we will increase the yearly progress of our ELL population on TELPAS by 10% in Grades 2-5 based on assessment data results.

Evaluation Data Sources: District ELD Snapshots
Iowa/Logramos Assessments






HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Teachers and students will analyze student data on ELD Snapshots and monitor growth from BOY to EOY. Strategy's Expected Result/Impact: Will identify students who do not demonstrate growth and will identify students in need of intervention. Staff Responsible for Monitoring: Teachers- Administration -Students Action Steps: 1. Students will participate in ELD snapshots 2. Data PLCs will take place to analyze ELD results 3. Students and teachers will engage in data conferences to discuss goals and ELD progress. 4. Teachers will be trained using Structured Instructional strategies through a school-wide book study, "Classroom Instruction that Works for ELLs".		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Measurable Objective 3: 80% of all EL students will show growth from the BOY ELD to the EOY ELD.

Evaluation Data Sources: District ELD Snapshots
Iowa/Logramos Assessments

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Teachers will utilize ELD data to determine interventions. Strategy's Expected Result/Impact: Interventions groups will be created and modified by ELD assessment data. Staff Responsible for Monitoring: Teachers- Administration -Students Action Steps: 1. Students will take district ELD assessment 2. Teachers will track and analyze student data 3. Teachers will utilize data to create and modify intervention groups based on ELD assessment data.		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Board Goal 4: CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

Goal 1: CLOSING THE GAPS By the end of the 2021-2022 school year, the percentage of special education students meeting their STAAR Reading and Math progress measure will increase by 20 %.

Strategic Priorities: Expanding Educational Opportunities






Measurable Objective 1: By the end of the 2021-2022 school year, the percentage of special education students meeting their STAAR Reading and Math progress measure by 20% in math and reading in grades 3-5.

Evaluation Data Sources: Data from Benchmarks, Renaissance 360

Progress Monitoring and weekly exit ticket trackers

Administrators/District: Coaching, Walkthroughs, Observations Feedback

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Provide general and special education teachers with professional development and opportunities to collaborate to ensure students' IEP accommodations are implemented early and consistently. Strategy's Expected Result/Impact: By the end of the 2021-2022 school year, the percentage of special education students meeting their STAAR Reading and Math progress measure by 20% in math and reading in grades 3-5. Staff Responsible for Monitoring: Program Specialist, Administration, Teachers, Resource Teacher and Special Ed Department Chair Action Steps: 1. Identify all campus SPED students 2. Ensure all teachers have their student's IEP's and understand implementation 3. Resource teacher will coordinate, schedule, and distribute pullout schedule by 9/3/2021 4. Provide specific training to identify students who may be dyslexic 5. Provide Accelerated Learning Instruction and Intervention to those students that may have failed the STAAR. Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: District Software, District Resources, Scholastic Reading Kits - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - \$2,500	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 1 Problems of Practice:

Demographics

Problem of Practice 1: Seguin Elementary will track and monitor the subpopulations consistently at the campus level. **Root Cause:** We currently have unidentified Special Education students, G/T students, Dyslexia Students, At-Risk Students, and Economically Disadvantaged Students. These students don't receive the services they need . We need need to do a better job of tracking our students.

School Processes & Programs






Problem of Practice 1: Seguin Elementary will focus heavily on the needed progress in reading across the grade levels. Classroom teachers will continue to receive continuous feedback and training centered around first instruction and intervention to ensure an optimal learning environment for all students. **Root Cause:** Seguin ES has a need for continuous improvement and development through weekly grade and subject level planning using multiple sources of data and carefully planned interventions.

Problem of Practice 2: The programs only serve a small percentage of the community. **Root Cause:** More funding is needed, ESSER funds should help alleviate serving only a small percentage of our community.

Measurable Objective 2: Attain 100% compliance in district monitoring tool, Easy IEP to ensure that students are receiving documented supports.

Evaluation Data Sources: Easy IEP








HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Track and monitor IEP compliance Strategy's Expected Result/Impact: Increase teacher's capacity as it pertains to the SPED population. Staff Responsible for Monitoring: Program Specialist, Administration, Teachers, Resource Teacher and Special Ed Department Chair Action Steps: 1. Create calendar for IEP deadlines. 2. Provide SPED professional development to teachers. 3. Teachers will meet monthly with program specialist. 4. Close monitoring of IEPs will take place.				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: Increase the amount of PLC's targeting SPED students to monthly.

Evaluation Data Sources: Caldendar of PLC

PLC Agendas

Strategy 1 Details	Reviews			
Strategy 1: Conduct monthly PLC's for SPED Department Strategy's Expected Result/Impact: Increase teacher's capacity as it pertains to the SPED population. Staff Responsible for Monitoring: Program Specialist, Administration, Teachers, Resource Teacher and Special Ed Department Chair Action Steps: 1. Create calendar of SPED related PLC meetings. 2. Provide SPED professional development to teachers 3. Teachers will meet monthly with program specialist.	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals









Goal 1: ATTENDANCE

Strategic Priorities: Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency

Measurable Objective 1: By the end of the 2021-2022 school year the ADA student attendance rate will increase from 97.1% as measured in 2018-2019 to 98%.

Evaluation Data Sources: HISD Connect, Attendance Records per student class and grade level, A4E attendance analyzer, documentation of students, classes, and grade levels qualifying for incentives/rewards, parent and/or teacher/administrator conferences and documentation

HB3 Board Goal






Strategy 1 Details	Reviews			
Strategy 1: Implement a visible bulletin board attendance tracker to highlight grade levels with 98% percent attendance or above Strategy's Expected Result/Impact: To increase student's daily attendance in grades PK-5 in order to attain 98% by the end of the 2021-2022 school year. Staff Responsible for Monitoring: Administration, teachers, PTO, SIR, Student Recognition Committee Action Steps: Bulletin board system will be created and shared with teachers, staff, students and parents - Updated weekly Title I Schoolwide Elements: 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will begin making phone calls as soon as they determine that a student is not present and try to get the parent to bring the student to school. Names will be submitted to the front office for a follow up call. After 3 absences, teachers will schedule a meeting with an administrator and parents to discuss the importance of attendance. After 5 absences teachers will prepare a referral for a home visit. Strategy's Expected Result/Impact: Increase in students' daily attendance in grades PK-5 in order to attain our goal of 98% by the end of the 2021-2022 school year Staff Responsible for Monitoring: Administration, Attendance Clerk, Teachers, front office clerks Action Steps: 1. Training on attendance procedures during pre service 2. Generate A4E/PowerSchool attendance reports weekly to target students with chronic absences 3. Conduct daily check in with teacher and SIR Title I Schoolwide Elements: 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Measurable Objective 1 Problems of Practice:

Perceptions
Problem of Practice 1: Seguin Elementary will focus on improving the knowledge base for parenting life-long learners. Root Cause: The lack of parental awareness of the importance of attendance, understanding real world math, and foundational reading skills that are necessary to build life-long learners.






Measurable Objective 2: Increase parent communication of events by increasing ensuring that we have communicated the events in at least two forms.

Evaluation Data Sources: Rosters, Calendars, Class Dojo, Campus Call-outs

Strategy 1 Details	Reviews			
Strategy 1: Maintain master calendar updated on the school website with campus events. Strategy's Expected Result/Impact: Increase in classrooms with perfect attendance Staff Responsible for Monitoring: Ms. Pecero-Sanchez, Teachers, Administration Team Action Steps: 1. Staff will take informal attendance on those who are present 2. Phone calls will be conducted to missing students	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: Measure informal daily attendance by 7:45 a.m. at least 95% of the time.

Evaluation Data Sources: Informal Walks of the Campus to Determine Student Attendance, Attendance Rosters

Strategy 1 Details	Reviews			
Strategy 1: Take informal attendance at 7:30 am and begin to contact families when student is absent Strategy's Expected Result/Impact: Attendance will increase to 98% by the end of the 2021-2022 school year. Staff Responsible for Monitoring: Ms. Pecero-Sanchez, Teachers, Campus Administration Team Action Steps: 1. Run weekly attendance reports 2. Provide school sponsored classroom incentives 3. Publicize results for campus and community 4. Submit SAFS as needed for students	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: By the end of the 2021-2022 school year our school-wide out of school and in-school suspensions will be reduced by 25%.

Evaluation Data Sources: Administrator feedback to teachers through observations, walkthroughs and coaching.
Teacher documentation of student discipline concerns; Parent/Teacher/Administrator conference records;
HISD Connect
Discipline records

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will implement a school wide SEL curriculum based on restorative discipline practices to provide students with opportunities to self-correct and reflect to foster appropriate social skills for good conduct. Strategy's Expected Result/Impact: Teachers will spend more time on instruction and there will be a 25% reduction in discipline referrals. Staff Responsible for Monitoring: Administration, teachers, and staff Action Steps: Classroom guidance lessons, PBIS discipline system, SEL curriculum based on restorative practices				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: Seguin Elementary will track and monitor the subpopulations consistently at the campus level. Root Cause: We currently have unidentified Special Education students, G/T students, Dyslexia Students, At-Risk Students, and Economically Disadvantaged Students. These students don't receive the services they need . We need need to do a better job of tracking our students.

Measurable Objective 2: Campus will conduct Response to Intervention meetings for behavior management monthly.

Evaluation Data Sources: RTI Meetings






Strategy 1 Details	Reviews			
Strategy 1: Provide professional development on behavior interventions that can be used in the classroom. Action Steps: Implement restorative discipline practices campus-wide. Meeting regularly with teachers to implement behavior interventions and track student behavior over time.	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Measurable Objective 3: We will decrease the amount of male student referrals by 30 percent.






Evaluation Data Sources: Office Visits, Out of School and In-School Suspensions, Detentions

Strategy 1 Details	Reviews			
Strategy 1: Students will receive classroom guidance lessons, have access to group and individual counseling, and have opportunities to receive outside help if needed. Strategy's Expected Result/Impact: Office Visits for Discipline will be reduced by 30%. Staff Responsible for Monitoring: Classroom Teachers, Administrative Team, Counselor Action Steps: 1. Students will receive classroom guidance lessons 2. Students will have opportunities for individual counseling 3. Students will have opportunities for group counseling 4. Teachers will receive professional development in restorative practices	Formative			Summative
	Nov	Jan	Mar	June
	100%			
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals**Goal 3:** VIOLENCE PREVENTION**Strategic Priorities:** Ensuring Student Health, Safety and Well-Being**Measurable Objective 1:** By the end of the 2021-2022 school year we will increase students' and staff awareness of prevention practices in Bullying, Child Abuse, Sexual Abuse and Discipline Management**Evaluation Data Sources:** OneSource transcripts and/or course completion certificates






Strategy 1 Details	Reviews			
Strategy 1: Implement online professional development for students, teachers and staff to ensure awareness of prevention practices. Strategy's Expected Result/Impact: To increase the safety and well being of students Staff Responsible for Monitoring: Administration, teachers, and staff Action Steps: Teachers will complete compliance training course over suicide prevention, bullying, and child abuse Teacher will attend pre-service SEL training Teachers will include SEL strategies and activities in Lesson Plans Faculty, staff, and students will participate in all safety drills Title I Schoolwide Elements: 2.6, 3.1, 3.2	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 2: 100% percent of staff will be trained on suicide prevention**Evaluation Data Sources:** One source, PD agendas

Strategy 1 Details	Reviews			
Strategy 1: Compliance courses on suicide prevention and follow up professional develop provided by school counselor. Strategy's Expected Result/Impact: Staff will be aware how to respond to all incidents surrounding suicide. Staff Responsible for Monitoring: School counselor, Principal, Assistant Principal, Instructional Specialist Action Steps: 1. Teachers will participate in professional development relating to suicide awareness	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: By the end of the 2021-2022 school year we will increase reduce discipline disruptions through Restorative Practices

Evaluation Data Sources: Discipline referrals

Strategy 1 Details	Reviews			
Strategy 1: Teacher and Counselor will embed Restorative Justice in school wide practices. Strategy's Expected Result/Impact: Reduction in office referrals. Increased positive reinforcement on campus. Staff Responsible for Monitoring: Teachers, Students, School Counselor Action Steps: Provide professional development on behavior interventions that can be used in the classroom. Implement restorative discipline practices campus-wide. Meeting regularly with teachers to implement behavior interventions and track student behavior over time.	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals






Goal 4: SPECIAL EDUCATION

Strategic Priorities: Transforming Academic Outreach

Measurable Objective 1: By the end of the 2021-2022 school year, the percentage of special education students achieving at approaches level on STAAR Reading will increase from 20% to 40%, 0% to 20% at the meets level, and 0% to 20% at the masters level.

Evaluation Data Sources: STAAR

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Provide general education teachers with professional development to ensure students' IEP accommodations are implemented early and consistently in addition to the special education classroom.</p> <p>Strategy's Expected Result/Impact: Increased growth for special education in reading as measured by their performance on campus, district and state assessments</p> <p>Staff Responsible for Monitoring: Program Specialist, Administration, Teachers and Special Ed Department Chair</p> <p>Action Steps: Ensure all teachers have their student's IEP's Special Education Resource teacher will coordinate, schedule, and distribute pullout schedule and provide additional classroom strategies to teachers as needed Identify specialized PLC dates to meet with teachers Provide specific training to teachers on indicators to watch for in students who may be dyslexic Assist teachers in deciding accommodations for Sp. Ed. students</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				






Measurable Objective 1 Problems of Practice:

Demographics
<p>Problem of Practice 1: Seguin Elementary will track and monitor the subpopulations consistently at the campus level. Root Cause: We currently have unidentified Special Education students, G/T students, Dyslexia Students, At-Risk Students, and Economically Disadvantaged Students. These students don't receive the services they need . We need need to do a better job of tracking our students.</p>

Measurable Objective 2: By the end of the 2021-2022 school year, the percentage of special education students achieving at approaches level on STAAR

Math will increase from 20% to 40%, 20% to 40% at the meets level, and 10% to 20% at the masters level.

Evaluation Data Sources: STAAR






Strategy 1 Details	Reviews			
Strategy 1: Provide general education teachers with professional development to ensure students' IEP accommodations are implemented early and consistently in addition to the special education classroom. Strategy's Expected Result/Impact: Increased growth for special education in mathematics as measured by their performance on campus, district and state assessments Staff Responsible for Monitoring: Program Specialist, Administration, Teachers and Special Ed Department Chair Action Steps: Ensure all teachers have their student's IEP's Special Education Resource teacher will coordinate, schedule, and distribute pullout schedule and provide additional classroom strategies to teachers as needed Identify specialized PLC dates to meet with teachers Provide specific training to teachers on indicators to watch for in students who may be dyslexic Assist teachers in deciding accommodations for Sp. Ed. students Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2 Problems of Practice:

Demographics
Problem of Practice 1: Seguin Elementary will track and monitor the subpopulations consistently at the campus level. Root Cause: We currently have unidentified Special Education students, G/T students, Dyslexia Students, At-Risk Students, and Economically Disadvantaged Students. These students don't receive the services they need . We need need to do a better job of tracking our students.

Measurable Objective 3: By the end of the 2021-2022 school year, the number of behavioral outbursts of Special Education will be decreased by 30%.

Evaluation Data Sources: Classroom Observations, Anecdotal notes, Teacher Observations






Strategy 1 Details	Reviews			
Strategy 1: De-escalation techniques will be applied so that the behavioral outbursts will be decreased. Strategy's Expected Result/Impact: By the end of the 2021-2022 school year, the number of behavioral outbursts of Special Education will be decreased by 30% Staff Responsible for Monitoring: Administration, special education teachers, special education teacher assistants, and staff Action Steps: 1)CPI Training for special Education Teachers and Staff 2)Restorative Circle Professional Development for Teachers 3)Behavioral Tracking for students 4)Behavioral Intervention Plans will be created for identified students with behavioral concerns 5) RTI Behavior meetings will take place. 6)A system of incentives and rewards will be implemented. Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
	 0%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: By the end of the 2021-2022 school year we will increase the yearly progress of our ELL population on TELPAS by 10% in Grades 2 through 4.


Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will implement daily ESL instruction focused on the components of Listening, Speaking, Reading and Writing and Science (English) instruction with fidelity. Strategy's Expected Result/Impact: Increase in EL students growth in English language acquisition in the domains of Listening, Speaking, Reading and Writing Staff Responsible for Monitoring: Teachers, Administrators and Sheltered Instruction Coach Action Steps: 1. Teachers will be trained using Sheltered Instructional strategies 2. At-Bat Planning Sessions 3. Coaching and feedback Title I Schoolwide Elements: 2.4, 2.6				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				





Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: Seguin Elementary will track and monitor the subpopulations consistently at the campus level. Root Cause: We currently have unidentified Special Education students, G/T students, Dyslexia Students, At-Risk Students, and Economically Disadvantaged Students. These students don't receive the services they need . We need need to do a better job of tracking our students.

Measurable Objective 2: By the end of the 2022 school year, the percent of Special Education students at the approaches level on STAAR will increase from 20% at the approaches level in reading to 40%, they will increase at the meets level from 0% to 20% and from 0% to 20% at the masters level.

Evaluation Data Sources: STAAR

Strategy 1 Details		Reviews			
Strategy 1: Teachers will identify their Special Ed. students, provide them with targeted and specific interventions, be familiar with their IEPS and accommodations, and implement them with fidelity. Strategy's Expected Result/Impact: By the end of the 2022 school year, the percent of students at the approaches level on STAAR will increase from 20% at the approaches level in reading to 40%, they will increase at the meets level from 0% to 20% and from 0% to 20% at the masters level. Staff Responsible for Monitoring: Classroom Teachers, Special Ed. Chair, Special Ed. Teachers, Administrative Team, Interventionist Action Steps: 1) Provide teachers with necessary PD for effective first instruction 2) Provide teachers with PD in small group interventions 3) Identify specialized PLC dates to meet with teachers for Special Ed. Training 4) Conduct scheduled ARDs as needed 5) Implement IEPs with fidelity Title I Schoolwide Elements: 2.4, 2.6		Formative			Summative
		Nov	Jan	Mar	June
					

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

Measurable Objective 2 Problems of Practice:

Demographics
Problem of Practice 1: Seguin Elementary will track and monitor the subpopulations consistently at the campus level. Root Cause: We currently have unidentified Special Education students, G/T students, Dyslexia Students, At-Risk Students, and Economically Disadvantaged Students. These students don't receive the services they need . We need need to do a better job of tracking our students.

Measurable Objective 3: By the end of the 2022 school year, the percent of economically disadvantaged students at the approaches level on STAAR will increase from 53% at the approaches level in math will increase to 70%, they will increase at the meets level from 29% to 40% and from 14% to 20% at the masters level.

Evaluation Data Sources: STAAR






Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: By the end of the 2021-2022 school year we will increase our family and community engagement through planned school events.

Evaluation Data Sources: Number and variety of attendees (Sign-in sheets) from various campus based events for parents
Attendance rates, community sponsorships and participation in campus based events






Strategy 1 Details	Reviews			
Strategy 1: Implement school and community STEAM and literacy nights where parents are instructed on ways to support school efforts at home. Strategy's Expected Result/Impact: Increase our family and community engagement through planned school events. Staff Responsible for Monitoring: Administrators, Teachers, PTO Action Steps: 1. Plan STEAM and Literacy Nights 2. Grade level STEAM projects/Science Fair 3. Continue FACE partnership with HISD to maintain Family Friendly Platinum status Title I Schoolwide Elements: 3.1, 3.2	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 1 Problems of Practice:

Perceptions
Problem of Practice 1: Seguin Elementary will focus on improving the knowledge base for parenting life-long learners. Root Cause: The lack of parental awareness of the importance of attendance, understanding real world math, and foundational reading skills that are necessary to build life-long learners.

Measurable Objective 2: By the end of the 2021-2022 school year, conduct 4 Building Relationship activities as defined by FACE.

Evaluation Data Sources: Sign-in sheets, attendance rates, agendas, flyers






Strategy 1 Details	Reviews			
Strategy 1: 1. Parent Engagement Coordinator will plan and coordinate building relationship activities for students and families. Strategy's Expected Result/Impact: Parents will learn ways to help their children at home. Staff Responsible for Monitoring: Counselor, Administrative Team Action Steps: 1. Plan and coordinate family events. 2. Distribute training materials for parents. 3. Provide parents with training opportunities. 4. Provide parents with opportunities to watch a recorded session if they missed the trainings. 5. Family and student learning opportunities through Family Math Night, Family Literacy Night, and other school-wide activities. Title I Schoolwide Elements: 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 2 Problems of Practice:

Perceptions
Problem of Practice 1: Seguin Elementary will focus on improving the knowledge base for parenting life-long learners. Root Cause: The lack of parental awareness of the importance of attendance, understanding real world math, and foundational reading skills that are necessary to build life-long learners.

Measurable Objective 3: By the end of the 2021-2022 school year, campus will provide services and resources for families.

Evaluation Data Sources: Sign-in sheets, attendance rates, agendas, flyers

Strategy 1 Details	Reviews			
Strategy 1: Campus will have an available space for resource requests for families. Staff Responsible for Monitoring: Administrators, Teachers, Wrap Around Specialist, Counselor Action Steps: 1. Have a designated space for parent information and resource request. 2. Distribute flyers for community resources. 3. Invite families to community events to help with financial needs.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.






Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: IMMUNIZATION MONITORING , data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021 Strategy's Expected Result/Impact: Have 100% completion Staff Responsible for Monitoring: School Nurse and Administrator Action Steps: 1. Create a schedule for monitoring and completion 2. Monitor enrollment records to ensure completion of required vaccinations 3. Provide parents with access to community based medical resources Title I Schoolwide Elements: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: Seguin Elementary will track and monitor the subpopulations consistently at the campus level. Root Cause: We currently have unidentified Special Education students, G/T students, Dyslexia Students, At-Risk Students, and Economically Disadvantaged Students. These students don't receive the services they need . We need need to do a better job of tracking our students.
Perceptions
Problem of Practice 1: Seguin Elementary will focus on improving the knowledge base for parenting life-long learners. Root Cause: The lack of parental awareness of the importance of attendance, understanding real world math, and foundational reading skills that are necessary to build life-long learners.






Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before

December 10, 2021.

Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.






Strategy 1 Details	Reviews			
Strategy 1: Provide school nurse with support to ensure vision data are complete Strategy's Expected Result/Impact: Have 100% completion Staff Responsible for Monitoring: School Nurse and Administrator Action Steps: 1. Create a schedule for monitoring and completion 2. Monitor enrollment records to ensure completion of required vaccinations 3. Provide parents with access to community based medical resources Title I Schoolwide Elements: 2.6, 3.1, 3.2	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: Provide school nurse with support to ensure hearing screening data are complete Strategy's Expected Result/Impact: Have 100% completion Staff Responsible for Monitoring: School Nurse and Administrator Action Steps: 1. Create a schedule for monitoring and completion 2. Monitor enrollment records to ensure completion of required vaccinations 3. Provide parents with access to community based medical resources Title I Schoolwide Elements: 3.1, 3.2	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3 Problems of Practice:






Demographics
Problem of Practice 1: Seguin Elementary will track and monitor the subpopulations consistently at the campus level. Root Cause: We currently have unidentified Special Education students, G/T students, Dyslexia Students, At-Risk Students, and Economically Disadvantaged Students. These students don't receive the services they need . We need need to do a better job of tracking our students.
Perceptions
Problem of Practice 1: Seguin Elementary will focus on improving the knowledge base for parenting life-long learners. Root Cause: The lack of parental awareness of the importance of attendance, understanding real world math, and foundational reading skills that are necessary to build life-long learners.

Measurable Objective 4: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: Provide school nurse with support to ensure spinal screening data are complete. Strategy's Expected Result/Impact: Support early diagnosis Staff Responsible for Monitoring: Nurse, Carolina Juarez Salazar Action Steps: 1. Create a schedule for monitoring and completion 2. Monitor enrollment records to ensure completion of required vaccinations 3. Provide parents with access to community based medical resources Title I Schoolwide Elements: 3.1, 3.2	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Measurable Objective 4 Problems of Practice:

Demographics
Problem of Practice 1: Seguin Elementary will track and monitor the subpopulations consistently at the campus level. Root Cause: We currently have unidentified Special Education students, G/T students, Dyslexia Students, At-Risk Students, and Economically Disadvantaged Students. These students don't receive the services they need . We need need to do a better job of tracking our students.
Perceptions
Problem of Practice 1: Seguin Elementary will focus on improving the knowledge base for parenting life-long learners. Root Cause: The lack of parental awareness of the importance of attendance, understanding real world math, and foundational reading skills that are necessary to build life-long learners.

Measurable Objective 5: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022.

Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team

Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: Provide school nurse with support to ensure medication administration information data are complete. Strategy's Expected Result/Impact: Have 100% completion. Staff Responsible for Monitoring: School Nurse and Administrator Action Steps: 1. Create a schedule for monitoring and completion 2. Monitor enrollment records to ensure completion of required vaccinations 3. Provide parents with access to community based medical resources Title I Schoolwide Elements: 3.1, 3.2	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






Measurable Objective 5 Problems of Practice:

Demographics
Problem of Practice 1: Seguin Elementary will track and monitor the subpopulations consistently at the campus level. Root Cause: We currently have unidentified Special Education students, G/T students, Dyslexia Students, At-Risk Students, and Economically Disadvantaged Students. These students don't receive the services they need . We need need to do a better job of tracking our students.
Perceptions
Problem of Practice 1: Seguin Elementary will focus on improving the knowledge base for parenting life-long learners. Root Cause: The lack of parental awareness of the importance of attendance, understanding real world math, and foundational reading skills that are necessary to build life-long learners.

Measurable Objective 6: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED:

Number of AEDs on campus:

Strategy 1 Details	Reviews			
Strategy 1: Provide school nurse with support to ensure that AED maintenance checks are conducted for all AED and annual reports are complete. Strategy's Expected Result/Impact: Have 100% completion. Staff Responsible for Monitoring: Nurse Juarez Salazar, Principal Olivo Action Steps: 1. Create a schedule for monitoring and completion 2. Monitor enrollment records to ensure completion of required vaccinations 3, Provide parents with access to community based medical resources Title I Schoolwide Elements: 3.1, 3.2	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 6 Problems of Practice:

Demographics
Problem of Practice 1: Seguin Elementary will track and monitor the subpopulations consistently at the campus level. Root Cause: We currently have unidentified Special Education students, G/T students, Dyslexia Students, At-Risk Students, and Economically Disadvantaged Students. These students don't receive the services they need . We need need to do a better job of tracking our students.
Perceptions
Problem of Practice 1: Seguin Elementary will focus on improving the knowledge base for parenting life-long learners. Root Cause: The lack of parental awareness of the importance of attendance, understanding real world math, and foundational reading skills that are necessary to build life-long learners.

Board Goal 5: N/A - Additional Campus Goals






Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: By the end of the 2021-2022 school year we will increase our students and families' health and well-being through planned school events and health partners.

Evaluation Data Sources: Number and variety of attendees (sign-in sheets) from various campus based events for parents.

Strategy 1 Details	Reviews			
Strategy 1: Implement school and community opportunities focused on health and well being Strategy's Expected Result/Impact: Increase our students and families health and well being through planned school events and community health partners. Staff Responsible for Monitoring: Nurse Juarez, administrators, teachers, PTO, and staff Action Steps: 1. School nurse coordinates annual vision and hearing 2. School nurse will establish partnership with Texas Children's onsite mobile clinic for students an parents 4, Ensure information is distributed on all free programs for parents related to physical and mental health through Wraparound Specialist Title I Schoolwide Elements: 3.2	Formative			Summative
	Nov	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Measurable Objective 1 Problems of Practice:






Demographics
Problem of Practice 1: Seguin Elementary will track and monitor the subpopulations consistently at the campus level. Root Cause: We currently have unidentified Special Education students, G/T students, Dyslexia Students, At-Risk Students, and Economically Disadvantaged Students. These students don't receive the services they need . We need need to do a better job of tracking our students.
Perceptions
Problem of Practice 1: Seguin Elementary will focus on improving the knowledge base for parenting life-long learners. Root Cause: The lack of parental awareness of the importance of attendance, understanding real world math, and foundational reading skills that are necessary to build life-long learners.

Measurable Objective 2: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened: 400






Nurse, Carolina Juarez

Strategy 1 Details	Reviews			
Strategy 1: Provide school nurse with support to ensure Type-2 Diabetes screening data are complete. Strategy's Expected Result/Impact: Have 100% completion. Staff Responsible for Monitoring: School nurse and administrator Action Steps: 1. Create a schedule for monitoring and completion 2. Monitor enrollment records to ensure completion of required vaccinations 3. Provide parents with access to community based medical resources	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED:

Number of AEDs on campus:

Strategy 1 Details	Reviews			
Strategy 1: MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services. Strategy's Expected Result/Impact: Have 100% completion. Staff Responsible for Monitoring: PERSON RESPONSIBLE who is certified in CPR/AED: Number of AEDs on campus: Action Steps: 1. Create a schedule for monitoring and completion 2. Monitor enrollment records to ensure completion of required vaccinations 3, Provide parents with access to community based medical resources	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

RDA Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
3	1	1	1	Identify potential G/T students in 4th grade that scored at advanced level performance on STAAR Reading and Math assessments Identify potential G/T students in grades 1-3 that scored 90 or above as an average on District Snapshots in Reading and Math. All students in Kinder and 5th grade will be administered the Universal G/T test Circle Assessment for PK will be administered

Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
3	1	1	1	Identify potential G/T students in 4th grade that scored at advanced level performance on STAAR Reading and Math assessments Identify potential G/T students in grades 1-3 that scored 90 or above as an average on District Snapshots in Reading and Math. All students in Kinder and 5th grade will be administered the Universal G/T test Circle Assessment for PK will be administered

State Compensatory

Budget for 373 Seguin Elementary School

Total SCE Funds: \$13,556.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

State compensatory funds will be used to pay for general supplies, substitute salaries, and substitute support.

Personnel for 373 Seguin Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Garza, Alma	Tchr, Bilingual	1
Rodriguez, Selena Briana	Tchr, Second Grade	1
Vacant	Teaching Assistant-10M	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Multiple sources of data are analyzed and used for our needs assessment. It is derived directly from the results of our STAAR test, TELPAS results, HFWE, Circle Data, Running Records, Renaissance 360, District Assessments as well as TEA Accountability tables, HISD's Comparative Growth Measures, data from PEIMS, and HISD's PowerSchool. Our planning process framework can be found in the HISD Continuous School Improvement Planning Guide. All of the work is grounded in the concepts of professional development learning

Data analysis:

3rd and 4th Grade Reading STAAR scores remained in the 50% while 5th Grade dropped from 68% to 46%

3rd Grade Math STAAR scores remained in the 60% while 4th Grade dropped from 56% to 43%, 5th Grade Math STAAR scores dropped from 65% to 55%

4th Grade STAAR Writing Scores increased from 39% to 42%

5th Grade Science Scores dropped from 51% to 46%

Our main areas of focus will continue to be in math and reading.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:

- *Campus-based specific plan based on student needs

- *Data-driven schoolwide strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement

- *Strategies are based on evidence-based research to increase achievement for each subgroup on district and state tests.

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the

implementation of strategies and students' progress includes:

*Establishing, monitoring, and evaluating goals for budgeting, staffing, curriculum, planning, and staff development

*Work as a school community to ensure we are providing the best education for all students

*Develop, implement, and monitor School Improvement Plan, carefully monitor student performance , small group intervention, and ensuring that every classroom is receiving effective first instruction

2.3: Available to parents and community in an understandable format and language

The SIP is available to parents in the following locations:

The SIP was made available to parents by:

*Campus Website

*On campus, in the library

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

•Coaching, Observation and Feedback

•continuing to implement Data-Driven Instruction

• maintaining positive School Culture at faculty meetings, and at grade and subject level PLC planning meetings

• weekly grade and subject level planning based on the data analysis by teachers and administrators

•Staff Development

•At-Bat Opportunities

• revise first instruction, intervention and enrichment practices to ensure an optimal learning environment for all students

- Literacy by 3
- Structured Interventions
- Guided Reading
- Guided Math
- PK-2 interventions and enrichment will be provided during the regular school day
- after school tutoring will be provided for grades Kinder -5
- Professional Tutors
- hourly employees may be used to supplement instruction in needed areas PK-3
- Professional development of school-wide initiatives, including improving and strengthening our writing program, refining our ESL instruction with fidelity, ensuring IEPs and accommodations are implemented and monitored through bi-weekly checkpoints
- lay a solid science foundation in the lower grades
- administering common assessments
- focus heavily on journal reflection writing
- ensuring all our students are receiving a strong foundation in the lower grades

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include:

- *ensure students safety, health and well being
- *build and foster better communication and interactions among staff and students on campus
- *restorative discipline practices
- *classroom guidance lessons
- *enrichment practices to ensure an optimal learning environment for all students
- *lay a solid science foundation in the lower grades
- *field trip opportunities to acquire exposure to the world
- *opportunities for G/T projects

*opportunities for Project Based Learning

*exposure to the fine arts

2.6: Address needs of all students, particularly at-risk

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas:
- Proficient Tier 1 explicit instruction taking place in all content areas:
- Bi-weekly AT BATs:
- Small Group Instruction based on student data needs:

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Parent - Yetzamani Peña
-

The PFE was distributed

- On the campus website
- Parent Meetings
- Campus

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- 1) Provide multiple opportunities for parents to engage in school wide initiatives such as (parent conferences, health and wellness screenings, etc).
- 2) School Leadership and staff fosters an environment that welcomes all stakeholders by providing excellent customer service
- 3) Provide frequent communication to stakeholders such (newsletters, phone calls, weekly folders, etc.)
- 4) Provide PAC meetings and community led partnerships to educate and connect parents with needed resources
- 5) Provide school based events such as: Family Nights (STEAM nights, Family Math Nights, Family Reading Night, Fall and Spring Festivals)

3.2: Offer flexible number of parent involvement meetings

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1 - Thursday, September 16 from 4:00-5:00 p.m.
- Meeting #1 Alternate - Friday, September 17th from 10:00-11:00 a.m.
- Meeting #2 - Thursday, November 18th from 4:00-5:00 p.m.
- Meeting #2 Alternate - Friday, November 19th from 10:00 -11:00 a.m.
- Meeting #3 - Thursday, February 17th from 4:00-5:00 p.m.
- Meeting #3 Alternate - Friday, February 18th from 10:00-11:00 a.m.
- Meeting #4 - Thursday, April 14th from 4:00-5:00 p.m.
- Meeting #4 Alternate -- Friday, April 15th from 10:00-11:00 a.m.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Lillian Stephenson	Teacher Specialist	Administrative, PK-5	100%
Mimi Munoz	Teacher, Class Size Reduction	ESL Science, Fifth Grade	100%
Nohemy Vela	Associated Dedicated Teacher, Achieve 18	School-wide, PK-5	100%

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Mayte Garcia-Olivo	Principal
Administrator	Lillian Stephenson	Teacher Specialist
Non-classroom Professional	Hilda Alvarado	Counselor
Classroom Teacher	Eva Rodriguez	Classroom Teacher
Classroom Teacher	Maria Romero	Classroom Teacher
Classroom Teacher	Jaquelyn Franklin	Classroom Teacher
Other	Nohemy Vela	Associated Dedicated Teacher
Parent	Yetzamani Pena	Parent
Non-classroom Professional	Frances Woods	WrapAround Specialist
Other	Bertha Pecero-Sanchez	Student Information Representative
Classroom Teacher	Alethea Burris	Classroom Teacher

Campus Funding Summary

1991010006 - General Fund - Bilingual						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	1	Materials/Supplies as needed	6300 - Supplies and Materials	\$2,500.00
Sub-Total						\$2,500.00
1991010007 - General Fund - Special Education						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	1	District Software, District Resources, Scholastic Reading Kits	6300 - Supplies and Materials	\$2,500.00
Sub-Total						\$2,500.00
2110000000 - Title 1 Basic Programs						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	1	Materials/Supplies as needed	6300 - Supplies and Materials	\$10,000.00
Sub-Total						\$10,000.00
Grand Total						\$15,000.00

Addendums

SIP APPROVAL 2021-2022

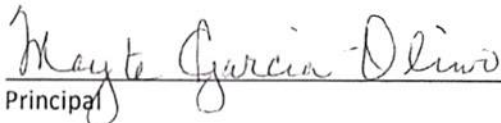
School Name and Campus #: Seguin ES #373

Principal Name: Mayte Garcia-Olivo

Area Office: A180


Please print this document and complete.

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on October 01, 2021 as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.

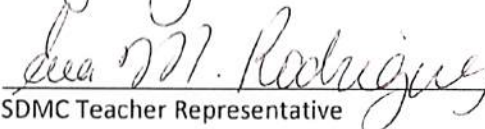

Principal

10-01-2021
Date

Signatures below indicate review and approval of this document.


PTO/PTA or other Parent Representative

10/01/21
Date


SDMC Teacher Representative

10/01/21
Date


School Support Officer/Lead Principal

10/4/21
Date


Area Office Superintendent

10/4/2021
Date

Effective Schools Facilitator (ESF) or Professional
Service Provider (PSP)
(if applicable or still in use under grant contract)

Date

2021-2022 Professional Development Plan*				
PD Dates	PD Format	PD Topic	Person Responsible	SIP Goal Alignment
Aug. 16	Face to Face	Work in Classrooms, Compliance Courses Welcome (<i>Breakfast Provided</i>) <ul style="list-style-type: none"> • Ice Breaker • Last Man Standing • Candy Mixer • New Staff • Celebrations • State of the School Classrooms & Expectations <ul style="list-style-type: none"> • Campus Master Schedule • Campus- Wide Lesson Plan Template • Attendance & Grading • SEL Focus – Teacher Self-care <i>Lunch – Chili dogs</i> Dyslexia Look-Fors Sheltered Instruction – Vocabulary Development Building Open for Staff	Dyslexia Specialist Principal	Goal 4
Aug. 17	Face to Face	Work in Classrooms, Compliance Courses Cotton Ball Relay- Team Building Technology 101 <ul style="list-style-type: none"> • HUB 101 • TEAMS • Class Dojo • Technology Expectations 	Technology Specialist Teacher Specialist	

		Data Dig <ul style="list-style-type: none"> Getting to Know Our Students Staying Safe and Healthy & Campus Safety <ul style="list-style-type: none"> Fire Drills/Shelter-in-Place Nurse Protocols TADS Updates Small Group Intervention <ul style="list-style-type: none"> What should intervention look like? Technology Open Lab		
Aug. 18	Teacher Classrooms	TEACHER PREP DAY	Teachers	
Aug. 19		Reading Academy PD <ul style="list-style-type: none"> 1st Grade Teachers New Kinder Teachers New Spec. Ed. Teachers JOB ALIKE Trainings <ul style="list-style-type: none"> Counselors Dyslexia Interventionist Title I Coordinator IAT Liaison FAC SI Coach Magnet Coordinator BSC Teacher Sp. Ed. TAs Sp. Ed. Resource Teacher 	Teachers	Goal 1

		<ul style="list-style-type: none"> • SIR • PEIMS Coordinator • Campus Instructional Technologist • G/T Coordinator • Nurse • WrapAround Specialist <p>Academic PD for Teachers (Core Content Teachers)</p> <ul style="list-style-type: none"> ○ Grades K-3 Teachers: REALLY GREAT Reading-Phonics Training ○ Grades 4-5 Teachers: ELA, Math, Science Trainings ○ PreK Teachers (full day 8:00-3:45 pm) <p>PreK Teaching Assistants (full day 8:00-3:45 pm)</p>		
Aug. 20		<p>Work in Classrooms, Compliance Courses</p> <p>IAT</p> <ul style="list-style-type: none"> • Campus IAT plan • How to document and progress monitor <p>Faculty & Staff Handbook & First Day Procedures</p> <ul style="list-style-type: none"> • SIR • Front Office <p>WrapAround Services</p> <ul style="list-style-type: none"> • Attendance Tracking Support • Home Visits • Family Assistance • Partnerships <p>Integrating SEL into Academics</p>	Teacher Specialist	Goal 4

		Effective First Instruction Meet the Teacher		
Aug. 31		Response to Intervention (RtI) <ul style="list-style-type: none"> • RtI Process • Tier 2/3 Students • RtI Parent Letters • Intervention Documentation 	Assistant Principal	Goal 4
Sept. 7		HISD Connect Documentation Accelerated Learning (AL) Overview	Teacher Specialist	Goal 1 & 2
Sept. 14				
Sept. 21				
Sept. 28		PLC RtI Meetings (all grade levels)	Assistant Principal	Goal 4
Oct. 5		Student Data Cards	Teacher Specialist	Goal 2
Oct. 12		Designated Supports and Accessibility Features	Assistant Principal	Goal 4
Oct. 19		A Closer Look at Blueprints	Data Specialist	Goal 1 & 2
Oct. 26		PLC RtI Meetings (all grade levels)	Assistant Principal	Goal 4
Nov. 02		Data Presentations	Teachers	Goal 1 & 2
Nov. 09		Building Math Fluency	Assistant Principal	Goal 2

Nov. 16		PLC RtI Meetings (all grade levels)	Assistant Principal	Goal 4
Nov. 30		Components of an Effective Read-Aloud	Teacher Specialist	Goal 1
Dec. 06		At-Bat Opportunity	Teachers	Goal 1
Dec. 14		PLC RtI Meetings (all grade levels)	Assistant Principal	Goal 4
Jan. 04		Guided Reading/Math Follow-Up	Assistant Principal/Teacher Specialist	Goal 1
Jan. 11		Data Presentations	Teachers	Goal 1 & 2
Jan. 18		Looking at Data for Form Groups	Admin. Team	Goal 1 & 2
Jan. 25		At-Bat Opportunity	Teachers	Goal 2
Feb. 01		Writing Across the Curriculum	Teacher Specialist	Goal 1
Feb. 08		Best Sheltered Instruction Practices	Bilingual Specialist	Goal 4
Feb. 15		TELPAS Training	Teacher Specialist	Goal 4
Mar 08		Utilizing Lead4Ward Documents	Assistant Principal	Goal 1
Mar. 22		Utilizing Technology to Check for Understanding	Technology Specialist	Goal 1 & 2
Apr. 12		Data Presentations	Data Specialist	Goal 1 & 2
Apr. 19		SEL, Self-Care and Mindfulness for Educators	Counselor	Goal 4
May 03		Analyzing Blueprints for Snapshot	Data Specialist	Goal 1 & 2
May 24		Data Dig	Data Specialist	Goal 1 & 2

* Only pdf documents can print with your SIP. Please complete and save as a pdf before uploading into Plan4Learning.