

Houston Independent School District
373 Seguin Elementary School
2022-2023 Campus Improvement Plan



Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	7
Perceptions	9
Priority Problems of Practice	11
Comprehensive Needs Assessment Data Documentation	12
Board Goals	14
Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.	15
Board Goal 2: 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.	18
Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.	22
Board Goal 4: 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.	24
Board Goal 5: N/A - Additional Campus Goals	26
Targeted Support Measurable Objectives	42
Additional Targeted Support Measurable Objectives	43
State Compensatory	44
Budget for 373 Seguin Elementary School	45
Personnel for 373 Seguin Elementary School	45
Title I	45
1. Comprehensive Needs Assessment (CNA)	46
1.1: Comprehensive Needs Assessment	46
2. Campus Improvement Plan	47
2.1: Campus Improvement Plan developed with appropriate stakeholders	47
2.2: Regular monitoring and revision	47
2.3: Available to parents and community in an understandable format and language	47
2.4: Opportunities for all children to meet State standards	48
2.5: Increased learning time and well-rounded education	49
2.6: Address needs of all students, particularly at-risk	50
3. Annual Evaluation	50
3.1: Annually evaluate the schoolwide plan	51
4. Parent and Family Engagement (PFE)	51
4.1: Develop and distribute Parent and Family Engagement Policy	51
4.2: Offer flexible number of parent involvement meetings	51
5. Targeted Assistance Schools Only	52
Title I Personnel	52
Campus Funding Summary	53

Comprehensive Needs Assessment

Revised/Approved: June 14, 2022

Demographics

Demographics Summary

Seguin's community of students is represented by the following: 63% English Language Learners, 97.7% At-risk, 2.6% GT and 13% Special Ed. We have approximately 30 staff on campus that includes the following: Principal, 2 Assistant Principals, Counselor, Wraparound Specialist, Fine Arts Teacher, Classroom Teachers, and Paraprofessionals.

Seguin is a part of the Houston Independent School District RISE (Redesign. Innovate. Support. Empower). As part of the RISE program, Seguin receives additional high quality materials, financial incentives for teachers and school leaders, high quality coaching for teachers, after-school enrichment program and additional staffing allocations.

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 wellbeing of our studentss.

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 2022 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 2022 STAAR.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): Seguin Elementary will identify students in all subpopulations and monitor student growth. **Root Cause:** We currently have unidentified Special Education students, G/T students, Dyslexia Students, At-Risk Students, and Economically Disadvantaged Students. Unidentified students don't receive accommodations, resources, and programs needed.

Student Learning

Student Learning Summary

STAAR RESULTS

Grade Level	# Tested	Approaches	Meets	Masters
3rd Grade Reading English	28	61%	25%	7%
3rd Grade Reading Spanish	16	75%	56%	25%
3rd Grade Rdg. Combined	44	66%	27%	14%
3rd Grade Math English	26	53%	40%	13%
3rd Grade Math Spanish	16	80%	47%	13%
3rd Grade Math Combined	45	62%	42%	13%
4th Grade Reading English	40	82%	53%	33%
4th Grade Reading Spanish	16	4%	31%	6%
4th Grade Rdg. Combined	56	72%	46%	25%
4th Grade Math English	40	83%	55%	22%
4th Grade Math Spanish	12	75%	42%	17%
4th Grade Math Combined	52	81%	52%	21%
5th Grade Reading English	66	73%	41%	14%
5th Grade Reading Spanish	3	67%	0%	0%
5th Grade Rdg. Combined	69	73%	39%	13%
3rd, 4th , and 5th Grade Rdg Combined	168	70%	38%	17%
5th Grade Math English	66	71%	38%	11%
5th Grade Math Spanish	3	67%	0%	0%

4th & 5th
Grade
Reading
Growth =
81%

Grade Level	# Tested	Approaches	Meets	Masters	
5th Grade Math Combined	69	71%	36%	10%	
3rd, 4th , and 5th Grade Math Combined	166	72%	43%	14%	4th & 5th Grade Math Growth = 85%
5th Grade Science English	66	62%	26%	9%	
5th Grade Science Spanish	3	33%	0%	0%	
5th Grade Science Combined	69	61%	25%	9%	

Student Learning Strengths

On the Reading STAAR in grades 3-5, our scores increased from 51% to 70% at the approaches level from 2021 to 2022. At the meets level, our scores increased from 23% to 38% and at the masters level, our scores increased from 9% to 18% from 2021 to 2022.

On the Math STAAR in grades 3-5, our scores increased from 53% to 74% at the approaches level from 2021 to 2022. At the meets level, our scores increased from 29% to 45% and at the masters level, our scores increased from 14% to 16% from 2021 to 2022.

In reading, 81% of our students made growth and in math, 85% of our students made growth.

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 that incorporates the gradual release method of instruction. **Root Cause:** Seguin Elementary has a need for continuous improvement through weekly grade and subject level planning.

School Processes & Programs

School Processes & Programs Summary

The students at Seguin ES have an opportunity to participate in the following after school clubs: 21st Century Robotics, Communities in Schools (CIS), 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 CANVAS. 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 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. The principal receives continuous professional development as well.

School Processes & Programs Strengths

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

We are a part of the Century 21 and the Communities in Schools Program. We are looking forward to bringing many 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 a Theater Arts position this school year and are going to be participating in several One Act plays and other productions in addition to musical presentations and oratorical contests.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): Seguin will continue to focus heavily on ensuring that our students make progress in reading across all grade levels. All classroom teachers and support staff will receive the appropriate professional development centered around first instruction to ensure an optimal learning environment for all students. **Root Cause:** Seguin ES students have learning gaps due to the pandemic. Continuous development and improvement is needed to ensure alignment through weekly grade and subject level planning using multiple sources of data and carefully planned interventions.

Perceptions

Perceptions Summary

Juan Seguin Elementary has many reasons to celebrate this year. It has received the scores on the 2022 STAAR test that allowed it to lose the Improvement Required rating which it earned in the year 2018-2019 school year prior to its change in leadership.

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 were a part of Achieve 180, our teachers also received extended opportunities for professional development on selected Wednesdays. We also participate in weekly PLC. Additionally our teachers receive frequent coaching and feedback, co-teaching, and co-planning opportunities. New reading interventionists have also been added to our professional staff members. Students receive intervention in the form of pull-outs, after school tutorials, and Summer School. In the year 2021-2022, students also attended additional school days for CAMP SPARK. Our students are very lucky to be served by a counselor that provides them with 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 three 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 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 identify students in all subpopulations and monitor student growth.

Root Cause 3: We currently have unidentified Special Education students, G/T students, Dyslexia Students, At-Risk Students, and Economically Disadvantaged Students. Unidentified students don't receive accommodations, resources, and programs needed.

Problem of Practice 3 Areas: Demographics

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 that incorporates the gradual release method of instruction.

Root Cause 1: Seguin Elementary has a need for continuous improvement through weekly grade and subject level planning.

Problem of Practice 1 Areas: Student Learning

Problem of Practice 2: Seguin will continue to focus heavily on ensuring that our students make progress in reading across all grade levels. All classroom teachers and support staff will receive the appropriate professional development centered around first instruction to ensure an optimal learning environment for all students.

Root Cause 2: Seguin ES students have learning gaps due to the pandemic. Continuous development and improvement is needed to ensure alignment through weekly grade and subject level planning using multiple sources of data and carefully planned interventions.

Problem of Practice 2 Areas: School Processes & Programs

Problem of Practice 4: Seguin will focus on improving the knowledge base for parenting life-long learners.

Root Cause 4: 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 4 Areas: Perceptions

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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

Parent/Community Data

- Parent surveys and/or other feedback
- 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

Board Goals

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: The percent of 3rd grade students performing at or above grade level in reading as measured at the meets grade level standard on STAAR will increase from 27% to 35% in the Spring of 2023.

Strategic Priorities:

Expanding Educational Opportunities, Cultivating Team HISD Talent

Measurable Objective 1: By the end of the 2022-2023 school year the percentage of students meeting the Approaches Level on the STAAR Reading test will increase from the 70% to 75%, Meets Level will increase from 38% to 43%, and Masters from 18% to 23% as measured by STAAR.

Evaluation Data Sources: Curriculum Based Assessments, District Pre-Approved Assessments, Running Records, Mock STAAR, High Frequency Words

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement effective first instruction strategies. Strategy's Expected Result/Impact: We will see an increase of at least 5% in every level of the STAAR assessment. Staff Responsible for Monitoring: Teachers, staff, administration. Action Steps: 1. Implement all steps of the gradual release method. 2. Implement HMH curriculum with fidelity. 3.. Participate in PLCs to learn more about effective strategies. 4. Integrate Really Great Reading component in language arts classroom. 5. Use lead4ward and planning guides to plan effective lessons, 6. Use Exit Tickets to track student data. 7. Provide targeted, small group interventions. 8. Provide Accelerated Instruction as necessary. 9. Implement Eureka math with fidelity.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: By the end of the 2022-2023, 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 9. Students will receive individualized HFW on a ring	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: By the end of the 2022-2023 school year, 100% of all teachers will be using data to make adjustments to instruction, provide small group interventions, identify at-risk students, provided Accelerated Learning Instruction, lead student conferences, and targeted supports.	Formative			Summative
	Nov	Jan	Mar	June

Strategy's Expected Result/Impact: Students will improve their reading level by at least 2 levels, students will be identified for IAT, SpEd., and GT, the average of student scores will improve by at least 10% as a whole on Snapshots, Release Tests, and District Assessments in 2022-2023.

Staff Responsible for Monitoring: Teachers, staff, admin.

Action Steps: 1. Targeted professional development on A4E, OnTrack, and CANVAS

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

- **TEA Priorities:**

Build a foundation of reading and math



No Progress



Accomplished



Continue/Modify



Discontinue

Measurable Objective 1 Problems of Practice:

Demographics

Problem of Practice 1: Seguin Elementary will identify students in all subpopulations and monitor student growth. **Root Cause:** We currently have unidentified Special Education students, G/T students, Dyslexia Students, At-Risk Students, and Economically Disadvantaged Students. Unidentified students don't receive accommodations, resources, and programs needed.

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 that incorporates the gradual release method of instruction. **Root Cause:** Seguin Elementary has a need for continuous improvement through weekly grade and subject level planning.

School Processes & Programs

Problem of Practice 1: Seguin will continue to focus heavily on ensuring that our students make progress in reading across all grade levels. All classroom teachers and support staff will receive the appropriate professional development centered around first instruction to ensure an optimal learning environment for all students. **Root Cause:** Seguin ES students have learning gaps due to the pandemic. Continuous development and improvement is needed to ensure alignment through weekly grade and subject level planning using multiple sources of data and carefully planned interventions.

Board Goal 2: 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.

Goal 1: The percent of 3rd grade students performing at or above grade level in math as measured at the meets grade level standard on STAAR will increase from 45% to 50% in the Spring of 2023.

Strategic Priorities:

Expanding Educational Opportunities, Cultivating Team HISD Talent

Measurable Objective 1: By the end of the 2022-2023 school year, third through fifth grade students performing at the approaches level on STAAR math test will increase from 72% to 77%, the percent of students performing at the meets level standard on the STAAR math test will increase from 45% to 50% and the percent of students performing at the masters level will increase from 16% to 20% or as compared to the 2021-2022 school year.





Evaluation Data Sources: STAAR, Math fluency tests, Imagine Math, District Pre-Approved Assessments

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will provide rigorous and highly effective Tier I instruction.</p> <p>Strategy's Expected Result/Impact: There will be gains noted on all assessments of at least 5%.</p> <p>Staff Responsible for Monitoring: Administration/Teachers, Team Leaders</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Teachers will receive training on how to provide effective first instruction. 2. Targeted professional development on A4E, OnTrack, and CANVAS, and EUREKA Math 3. Data reports/conferences with teachers, PLCs 4. Provide Snapshot blueprints to teachers in advance to ensure teachers review and keep pace with the blueprints 5. Train teachers on how to populate, manipulate, and filter their data to ensure they can review and analyze it. 6. Provide teachers with standardized data trackers/binders and ensure teachers are correctly and consistently updating the trackers. 7. Teachers will identify students who are not showing growth or are digressing and target them for interventions during and after school 8. Targeted professional development 9. Accelerated learning plans and accelerated learning opportunities for students that are struggling 10. Conduct frequent coaching, observation, and walkthroughs, to ensure effective first instruction 11. Utilize math manipulatives 12. Target professional development focused on research based Math Instructional Strategies and Small Group Instruction 13. Utilize Math Problem Solving Journals 14. Ensure Math Instructional Strategies being used are research based 15. Ensure small group instruction is taking place effectively 16. Provide tutorial services from approved vendor <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Manipulatives, materials/supplies as needed - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: By the end of the 2022-2023 school year, 80% of students in Tier II and Tier II in grades K-5th will grow at least 1-year's worth of numeracy proficiency as reflected on the Universal Screener.</p> <p>Strategy's Expected Result/Impact: 80% of students in Tier II and Tier II in grades K-5th will grow at least 1-year's worth of numeracy proficiency as reflected on the Universal Screener.</p> <p>Staff Responsible for Monitoring: Teachers, administration, staff</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Targeted professional development number naming and pattern 2. Model lessons from Developing Number Concepts, Eureka coaches, and admin. 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 <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: 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 2022-2023 school year, a least 80% of the students will master number naming on the Circle Assessment. Staff Responsible for Monitoring: Teachers, administration Action Steps: 1. Targeted professional development number naming 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 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy		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 identify students in all subpopulations and monitor student growth. Root Cause: We currently have unidentified Special Education students, G/T students, Dyslexia Students, At-Risk Students, and Economically Disadvantaged Students. Unidentified students don't receive accommodations, resources, and programs needed.
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 that incorporates the gradual release method of instruction. Root Cause: Seguin Elementary has a need for continuous improvement through weekly grade and subject level planning.

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: By the end of the 2022-2023 school year we will increase our identified G/T students to a minimum of 10%.

Strategic Priorities:





Expanding Educational Opportunities

Measurable Objective 1: By the end of the 2022-2023 school year we will increase our identified G/T students to a minimum of 10% and we will increase the yearly progress of our ELL population of TELPAS by 10% in Grades 2 through 5.

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			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: 100% of core content classroom teachers will be trained in Gifted and Talented Strategies to support and promote college and career readiness for all students by the end of 2023.</p> <p>Strategy's Expected Result/Impact: Identified K-5 G/T students will increase to a minimum of 10%.</p> <p>Staff Responsible for Monitoring: GT Coordinator - Hilda Alvarado, Teachers and Principal, Teachers, Administrators</p> <p>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</p> <p>Funding Sources: Materials/Supplies as needed - 1991010002 - General Fund - Gifted & Talented - 6300 - Supplies and Materials - \$2,500</p>				

Strategy 2 Details	Reviews			
Strategy 2: Seguin Elementary will track and monitor the subpopulations consistently at the campus level. Strategy's Expected Result/Impact: By the end of the 2022-2023 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. Staff Responsible for Monitoring: Teachers, Administrators and Sheltered Instruction Coach - Judy Guerra 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
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: Seguin Elementary will identify students in all subpopulations and monitor student growth. Root Cause: We currently have unidentified Special Education students, G/T students, Dyslexia Students, At-Risk Students, and Economically Disadvantaged Students. Unidentified students don't receive accommodations, resources, and programs needed.

Board Goal 4: 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.

Goal 1: CLOSING THE GAPS By the end of the 2022-2023 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 2022-2023 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			
	Formative			Summative
	Nov	Jan	Mar	June
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Program Specialist, Administration, Teachers, Resource Teacher and Special Ed Department Chair</p> <p>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.</p> <p>Funding Sources: District Software, District Resources, Scholastic Reading Kits - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - \$2,500</p>				

Strategy 2 Details	Reviews			
Strategy 2: Track and monitor IEP compliance. Strategy's Expected Result/Impact: Increase teacher's capacity as it pertains to 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.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Increase the amount of PLC's targeting SPED and Special Populations to monthly. Strategy's Expected Result/Impact: Increase teacher capacity as it pertains to SPED and Special Populations. Staff Responsible for Monitoring: Program Specialist, Administration, Teachers, Resource Teacher and Special Ed Department Chair Action Steps: 1. Target Special Populations during PLCs 2. Ensure training is delivered pertaining to accommodations and designated supports 3. Teachers will meet monthly with program specialist.	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 1 Problems of Practice:

Demographics
Problem of Practice 1: Seguin Elementary will identify students in all subpopulations and monitor student growth. Root Cause: We currently have unidentified Special Education students, G/T students, Dyslexia Students, At-Risk Students, and Economically Disadvantaged Students. Unidentified students don't receive accommodations, resources, and programs needed.
School Processes & Programs
Problem of Practice 1: Seguin will continue to focus heavily on ensuring that our students make progress in reading across all grade levels. All classroom teachers and support staff will receive the appropriate professional development centered around first instruction to ensure an optimal learning environment for all students. Root Cause: Seguin ES students have learning gaps due to the pandemic. Continuous development and improvement is needed to ensure alignment through weekly grade and subject level planning using multiple sources of data and carefully planned interventions.

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: By the end of the 2022-2023 school year the ADA student attendance rate will increase from 92.5% as measured in 2021-2022 to 96%

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 96% percent attendance or above. Strategy's Expected Result/Impact: To increase student's daily attendance in grades PK-5 in order to attain 96% by the 2022-2023 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	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 96% by the end of the 2022-2023 school year. Staff Responsible for Monitoring: Administration, teachers, PTO, SIR, Student Recognition Committee 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	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Seguin Elementary will focus on improving the knowledge base for parenting life-long learners Strategy's Expected Result/Impact: Increase in students' daily attendance in grades PK-5 in order to attain our goal of 96% by the end of the 2022-2023 school year and increase the number of students present. Staff Responsible for Monitoring: Ms. Pecero-Sanchez, Teachers, Administration Team Action Steps: 1. Maintain master calendar updated on the school website with campus events. 2.Staff will take informal attendance on those who are present 3. Phone calls will be conducted to missing students 4. Measure informal daily attendance by 7:45 a.m. at least 95% of the 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 1 Problems of Practice:

Perceptions
Problem of Practice 1: Seguin 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 2: DISCIPLINE

Strategic Priorities:

Expanding Educational Opportunities, Cultivating Team HISD Talent

Measurable Objective 1: By the end of the 2022-2023 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			
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: Classroom guidance lessons, TEACH discipline system, Sanford Harmony, SEL curriculum based on restorative practices Action Steps: 1.Classroom guidance lessons 2.TEACH Curriculum 3.Sanford Harmony Restorative Practices	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus will conduct Response to Intervention meetings for behavior management monthly. Strategy's Expected Result/Impact: As a team, we will identify ways to help manage student behaviors. Staff Responsible for Monitoring: School Climate Officer, Counselor, Teachers, Staff, Administration Action Steps: 1. Meet monthly to discuss RTI students and to see how the students are responding to interventions 2. Invite all parties that have a stake 3. Provide resources as needed	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: 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: School Climate Officer, Counselor, Teachers, Staff, Administration 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
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: Seguin Elementary will identify students in all subpopulations and monitor student growth. Root Cause: We currently have unidentified Special Education students, G/T students, Dyslexia Students, At-Risk Students, and Economically Disadvantaged Students. Unidentified students don't receive accommodations, resources, and programs needed.
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 that incorporates the gradual release method of instruction. Root Cause: Seguin Elementary has a need for continuous improvement through weekly grade and subject level planning.
School Processes & Programs
Problem of Practice 1: Seguin will continue to focus heavily on ensuring that our students make progress in reading across all grade levels. All classroom teachers and support staff will receive the appropriate professional development centered around first instruction to ensure an optimal learning environment for all students. Root Cause: Seguin ES students have learning gaps due to the pandemic. Continuous development and improvement is needed to ensure alignment through weekly grade and subject level planning using multiple sources of data and carefully planned interventions.
Perceptions
Problem of Practice 1: Seguin 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 3: VIOLENCE PREVENTION





Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: By the end of the 2022-2023 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, PD Agendas, 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: 1. Teachers will complete compliance training course over suicide prevention, bullying, and child abuse 2. Teacher will attend pre-service SEL training 3. Teachers will include SEL strategies and activities in Lesson Plans 4. Faculty, staff, and students will participate in all safety drills	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 100% of staff will be trained on suicide prevention 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 Principals Action Steps: 1. Teachers will participate in professional development relating to suicide awareness 2. Counselor will do a threat assessment if warranted 3. Parent classes will be offered in suicide prevention	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Teachers 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: School climate officer, teachers, administration. Action Steps: 1. Provide professional development on behavior interventions that can be used in the classroom. 2. Implement restorative discipline practices campus-wide. 3. Meeting regularly with teachers to implement behavior interventions and track student behavior over time.	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: Seguin Elementary will identify students in all subpopulations and monitor student growth. Root Cause: We currently have unidentified Special Education students, G/T students, Dyslexia Students, At-Risk Students, and Economically Disadvantaged Students. Unidentified students don't receive accommodations, resources, and programs needed.
Perceptions
Problem of Practice 1: Seguin 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 4: SPECIAL EDUCATION





Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: By the end of the 2022-2023 school year, the percentage of special education students achieving at approaches level on STAAR Math will increase to 30%, 20% at the meets level, and 10% 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: 1.Ensure all teachers have their student's IEP's 2.Special Education Resource teacher will coordinate, schedule, and distribute pullout schedule and provide additional classroom strategies to teachers as needed 3.Identify specialized PLC dates to meet with teachers 4.Provide specific training to teachers on indicators to watch for in students who may be dyslexic 5.Assist teachers in deciding accommodations for Sp. Ed. students	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: By the end of the 2022-2023 school year, the number of behavioral outbursts of Special Education will be decreased by 30%. Strategy's Expected Result/Impact: Classroom Observations, Anecdotal notes, Teacher Observations Staff Responsible for Monitoring: Teachers, Staff, Administration 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.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: All teachers will be trained in accessibility features and designated supports. 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: Teachers, Staff, Administration Action Steps: 1. Training for teachers in the identification of students that need accessibility features and what an accessibility feature is. 2. Training for teachers on the procedures for administration of accessibility features and designated supports. 3. Training for teachers on what a designated support is and what students are eligible for designated supports.	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: Seguin Elementary will identify students in all subpopulations and monitor student growth. Root Cause: We currently have unidentified Special Education students, G/T students, Dyslexia Students, At-Risk Students, and Economically Disadvantaged Students. Unidentified students don't receive accommodations, resources, and programs needed.

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 2022-2023 school year we will increase the yearly progress of our ELL population on TELPAS by 10% in Grades 2 through 4.

Evaluation Data Sources: Classroom Observations, Anecdotal notes, Teacher Observations, ELD Exams. TELPAS

Strategy 1 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 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 2022-2023 school year, the percentage of special education students achieving at approaches level on STAAR will increase to 30%, 20% at the meets level, and 10% 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	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: By the end of the 2022 school year, the percent of economically disadvantaged students at the approaches level on STAAR will increase from 70% at the approaches level in reading will increase to 75%, they will increase at the meets level from 38% to 43% and from 18% to 23% at the masters level. Strategy's Expected Result/Impact: Students scores will increase across all levels on STAAR. Staff Responsible for Monitoring: Teachers, Administration Action Steps: 1. Targeted professional development on A4E, OnTrack, and CANVAS 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		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 identify students in all subpopulations and monitor student growth. Root Cause: We currently have unidentified Special Education students, G/T students, Dyslexia Students, At-Risk Students, and Economically Disadvantaged Students. Unidentified students don't receive accommodations, resources, and programs needed.

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 2022-2023 school year we will increase our family and community engagement through planned school events by 10%.

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
Sign-in sheets, attendance rates, agendas, flyers

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	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: By the end of the 2022-2023 school year, conduct at least 4 Building Relationship activities as defined by FACE. Strategy's Expected Result/Impact: We will increase parental involvement and parents will learn ways to help their children learn at home. Staff Responsible for Monitoring: Counselor, WrapAround Specialist, 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.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: By the end of the 2022-2023 school year, campus will increase the number of services and resources provided for families by 10%. Strategy's Expected Result/Impact: More student families will be served. Staff Responsible for Monitoring: WrapAround Specialist, Counselor, Nurse, Administrative Team 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
		<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Measurable Objective 1 Problems of Practice:

Perceptions
Problem of Practice 1: Seguin 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 7: MANDATED HEALTH SERVICES

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: 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.

Evaluation Data Sources: Immunization Monitoring, data entry and state reporting requirements

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, 2023 Strategy's Expected Result/Impact: 100% of data entered 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
Strategy 2 Details	Reviews			
Strategy 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 09, 2022. Strategy's Expected Result/Impact: 100% completion of vision screenings by deadline. 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

Strategy 3 Details	Reviews			
Strategy 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 09, 2022. Strategy's Expected Result/Impact: 100% completion of hearing screenings by deadline. 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
Strategy 4 Details	Reviews			
Strategy 4: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 1, 2023. Strategy's Expected Result/Impact: 100% completion of screenings by deadline. Staff Responsible for Monitoring: School nurse, administration Action Steps: 1. Create a schedule for monitoring and completion 2. Provide parents with access to community based medical resources	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 1 Problems of Practice:

Demographics
Problem of Practice 1: Seguin Elementary will identify students in all subpopulations and monitor student growth. Root Cause: We currently have unidentified Special Education students, G/T students, Dyslexia Students, At-Risk Students, and Economically Disadvantaged Students. Unidentified students don't receive accommodations, resources, and programs needed.
Perceptions
Problem of Practice 1: Seguin 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 2022-2023 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: Increase our students and families health and well being through planned school events and community health partners. Strategy's Expected Result/Impact: Our school community will be better informed and will know where to find necessary resources for health care. Staff Responsible for Monitoring: School nurse, WrapAround Specialist, 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 3.Ensure information is distributed on all free programs for parents related to physical and mental health through Wraparound Specialist	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 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 09, 2022. Strategy's Expected Result/Impact: 100% of our students will be screened by the deadline. Staff Responsible for Monitoring: School nurse, administrators, and teachers 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

Strategy 3 Details	Reviews			
Strategy 3: MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services. Strategy's Expected Result/Impact: 100% completion. Staff Responsible for Monitoring: School Nurse Action Steps: 1. Create a schedule for monitoring and completion 2. Provide parents with access to community based medical resources	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: Seguin Elementary will identify students in all subpopulations and monitor student growth. Root Cause: We currently have unidentified Special Education students, G/T students, Dyslexia Students, At-Risk Students, and Economically Disadvantaged Students. Unidentified students don't receive accommodations, resources, and programs needed.
Perceptions
Problem of Practice 1: Seguin 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.

Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
2	1	1	1	Teachers will provide rigorous and highly effective Tier I instruction.
2	1	1	3	Teachers in PreK will provide effective first instruction and targeted small group instruction and intervention.

Additional Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
2	1	1	1	Teachers will provide rigorous and highly effective Tier I instruction.

State Compensatory

Budget for 373 Seguin Elementary School

Total SCE Funds: \$10,098.00

Total FTEs Funded by SCE: 2.04

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>
Bernardez, Nelda	Teaching Assistant - 10M	1
Garza, Alma	Tchr, Bilingual	0.4
Rodriguez, Selenia	Teacher, 4th Grade	0.64

Title I

1. 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:

Gains have been noted in reading from 2021 until 2022. 3rd Grade Reading STAAR scores showed an increase of 9% at the approaches level. 4th Grade Reading STAAR scores showed an increase across all levels - an 18% increase at the approaches level, 23% increase at the meets level, and a 21% increase at the masters level. 5Th Grade Reading scores showed an increase at the approaches and meets level, a 25% increase at the approaches level, and a 17% percent at the meets level.

Gains have been noted in math from 2021 until 2022 as well. 3rd Grade Math STAAR scores showed an increase of 3% at the approaches level and 14% at the meets level. 4th Grade Math STAAR scores showed an increase across all levels - a 36% increase at the approaches level, 29% increase at the meets level, and a 10% increase at the masters level. 5Th Grade Math scores showed an increase at the approaches and meets level, a 16% increase at the approaches level, and a 2% percent at the meets level.

Science scores demonstrated gains too. There was a 15% increase at the approaches level and a 1% increase at the meets level.

While all of the subjects our students learn are important, the focus for this school year will continue to be math and reading.

2. Campus Improvement Plan

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

Our SIP is a living, breathing document. It gets updated with data at least quarterly if not more frequently or as adjustments are needed.

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:

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
- Enhance 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
- Writing across the curriculum
- 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

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

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The School Improvement Plan will be visited and evaluated at least quarterly to make adjustments as needed and to see if we are nearing mastery of achieving our goals.

4. Parent and Family Engagement (PFE)

4.1: 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

Five 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)

4.2: Offer flexible number of parent involvement meetings

The campus will provide 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 22 from 4:00-5:00 p.m.

Meeting #1 Alternate - Friday, September 23 from 10:00-11:00 a.m.

Meeting #2 - Thursday, November 10th from 4:00-5:00 p.m.

Meeting #2 Alternate - Friday, November 11th from 10:00 -11:00 a.m.

Meeting #3 - Thursday, February 16th from 4:00-5:00 p.m.

Meeting #3 Alternate - Friday, February 17th from 10:00-11:00 a.m.

Meeting #4 - Thursday, April 13th from 4:00-5:00 p.m.

Meeting #4 Alternate -- Friday, April 14th from 10:00-11:00 a.m.

5. Targeted Assistance Schools Only

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Mimi Munoz	Teacher, Class Size Reduction	ESL Science, Fifth Grade	100%

Campus Funding Summary

1991010002 - General Fund - Gifted & Talented						
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	Manipulatives, materials/supplies as needed	6300 - Supplies and Materials	\$10,000.00
Sub-Total						\$10,000.00

Addendums